DOCUMENT RESUME

ED 302 555 TM 012 542

AUTHOR Sullivan, Arthur P.; And Others
TITLE Making a Difference: Evaluation of the Substance Abuse Prevention and Intervention Programs in the New York City Schools, 1985-1987. Final Report.
PUB DATE Oct 87
NOTE 110p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; *Intervention; Outcomes of Education; *Prevention; Program Effectiveness; Program Evaluation; School Districts; Self Esteem; Semantic Differential; *Student Attitudes; Student Behavior; *Substance Abuse; *Urban Schools
IDENTIFIERS New York City Board of Education

ABSTRACT

Drug abuse programs in New York City schools were evaluated to determine their natures, whether they met the needs of students, and the outcomes realized. Programs have been in operation for 15 years. Students selected from 32 programs were given pretests with posttests after participation. Three instruments were used. Valid matched testings were obtained for 1,799 elementary and secondary students. Twenty-seven variables were identified as quantifying program effectiveness. Of these, 14 were cognitive, representing significant changes in attitudes or more complex thinking processes related to substance abuse. The school district drug abuse prevention programs were found to have a significant impact on some participants. Attitudes, complex cognitions about authority and family, and behaviors were affected in ways that reduced the frequency or likelihood of drug use. Significant beneficial change was noted for 30% of the students. Needed improvement is suggested by the fact that 70% were unaffected by participation. The evaluation also resulted in establishment of a data bank of baseline information and the instrumentation for assessing program effectiveness. Nine graphs provide city-wide and district-wide data. District findings are summarized in 63 tables. (SLD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED302555

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ARTHUR P. SULLIVAN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# MAKING A DIFFERENCE: EVALUATION OF THE SUBSTANCE ABUSE PREVENTION AND INTERVENTION PROGRAMS IN THE NEW YORK CITY SCHOOLS 1985-1987

TM012542



BEST COPY AVAILABLE

# MAKING A DIFFERENCE: EVALUATION OF THE SUBSTANCE ABUSE PREVENTION AND INTERVENTION PROGRAMS IN THE NEW YORK CITY SCHOOLS 1985-1987

Arthur P. Sullivan, Ph.D., et. al.

## Executive Summary

The main contribution of this evaluation research is fivefold. First a consistent theory explaining the relationship of the many services provided by the drug programs to drug use has been formulated and published. Second, a comprehensive evaluation strategy covering the many areas the drug programs must touch in the students' lives has been designed and enacted after two test piloting periods. Third, instruments sufficiently reliable and precise have been identifies and used to quantify drug program effects; these instruments are now available for ongoing program monitoring, evaluating, and testing new strategies. Fourth, program effectiveness was documented and quantified. Fifth, a base of data has been retained to serve as a baseline for future program testings.

Of the 27 variables measured in this evaluation, 14 are cognitive, representing significant changes in attitudes or more complex thinking processes related to substance use. The attitudes are reference numbered one through eleven and the complex cognitions are numbered twelve through fourteen. The content of the complex cognitions and the empirical relationship to substance use were established by regressing them upon the substance use reported at pretest. The remaining variables are behavioral, including classroom conduct, class participation, and substance use. Table 1 naming the variables is attached.

### Citywide results

The citywide results on the cognitive variables are presented summarily by graph, Figure 1, attached. The variations in the line representing program results reflect the relative program strengths. The second, lower line in the graph indicates the improvement expected from chance alone, without program efforts. It is clear that program performance in cognitive areas is far above chance occurrence.

Figure 2, attached, provides an analogous view of change in behaviors. The behaviors graphed are indexed by number, which refers to the numbers of the behaviors in Table 1. The chance line is again presented for comparison, showing citywide program efforts having effects far above chance levels.

All variables are condensed into one graph for Figure 3, and citywide performance on all variables and the chance line is drawn. A third line has been added showing the number of students studied. As the distance between program performance and chance line shows program achievements, so the distance between program performance line and students studied line shows how many students were not significantly changed during the evaluation interval. This figure portrays program accomplishment against the backdrop of what remains to be done either by improving strategies or retaining the children longer in the program.



TM018542

Exact numbers of students studied and significantly improved are broken down by variable in Table 2. Each improvement level is also expressed as a percent, and citywide averages in the areas of attitude improvement, complex cognition improvement, classroom behavior improvement, program behavior improvement, and decrease in substance use are given. Note on substance use that a non-user who remains a nonuser is considered improved because he has been referred to a prevention program for being at-risk of use.

The final quantity in Table 2 is the citywide average improvement. It indicates that on the average, 34% of students receiving program services show significant improvement in 81 days.

## District results

A summary comparison of performance among district programs is provided in the graphs of Figures 4-9, and the tabled results from each district, which are found in the full report. District programs which do not appear on a given graph had no complete valid testings on that measure. From these graphs it is evident that while certain districts perform better than others in specific areas, the overall range of percentage of students significantly helped in 81 days is above 30% of those referred.

## Data

All data collected have been retained on magnetic media to serve as baseline data for subsequent evaluations in individual districts and citywide. The focus here was constructing a sound theoretical approach to evaluating prevention and providing sound instruments which could monitor and evaluate program progress yearly.

Additionally, all materials useful for providing extensive analyses of individual district programs have been retained for possible future usefulness although the original plan to provide these separate, in-depth district reports, has been eliminated.

The data may be of further use for group mean comparisons, regression and discriminant analyses to support decision making at district or citywide level, or needs and performance analyses for a district or method in support of a funding application.

## Conclusions

The school district drug abuse prevention programs in New York City impact the students referred to them by significantly altering their attitudes, complex cognitions about authority and family, and their behaviors in a way that reduces the frequency or liklihood of drug use. Significant beneficial change for more than 30% of the students involved in these programs was documented herein. It is unlikely that one session or one year of program participation will successfully end drug use or prevent it completely. But the finding herein illustrates the effectiveness of the service offered. Given that finding, the logistics of delivering enough of the service to all the students requiring it can be addressed. The finding also points toward needed improvement: 70% of the participants are unaffected by program activities, and this needs to be changed. Some specific findings follow.

1. Classroom behaviors including discipline and participation improved significantly for 35% of all students enrolled in drug prevention programs. This difference was reported by classroom teachers.

2. In-school behaviors exhibited during prevention program activities improved significantly for 49% of all participants as reported by prevention program personnel.

3. 19% of students participating improved significantly in attitude, and 21% in complex cognitions as determined from examination of the students report of their attitudes.

4. 75% reduced substance use over the course of one cycle of prevention program activities. These data were furnished by the students themselves while their answers were being watched and challenged by the program worker familiar with their revelations in program activities.

5. The needed services already exist in the city. Although every service does not exist in every district, no significant service was identified by the researchers which was absent citywide.

6. Students are placed in the needed service with remarkable accuracy in districts where the needed service was available. For a full report on this see Sullivan, Guglielmo & Polak, 1987.

7. A set of instruments now exist, identified in this report, validated and benchmarked on NYC students which can be used to assess district program effectiveness rapidly, either for central evaluation or self-monitoring. These are backed by a unified theoretical description of services, and a detailed evaluation design.

8. There now exists a bank of baseline data for evaluations, program tracking, and research efforts on new practices.

9. A direction for improvement has been indicated, most immediately that of impacting a greater percent of those students referred to the programs.

10. The specific strengths and weaknesses of each program have been quantified. Each program is able to seek improvement by observing the targeted service in programs excelling in it, and programs demonstrating overall strength such as CSD 26 can serve as a model.

11. Citywide strengths and weaknesses have been identified for being adressed centrally. The greatest strength citywide is in reducing and preventing drug use among students referred. Behavioral change is also strong. The weaknesses, perhaps strangely for a school system, lie in the area of change in attitude and complex cognitions.

## Recommendations

Given the levels of ability and energy observed in the drug programs the central recommendation is to provide continued annual evaluation using these same instruments and theoretical approach, and provide comparative year-to-year results to program personnel. This will give them the feedback they require to pursue the most effective strategies.

The other recommendation departs from the quantitative findings and relies upon the anecdotal reports from hundreds of visits. The line service provider in the district programs has the title SAPIS. The quality of service and caring provided to the students by these

individuals, sometimes under the least conducive conditions, is truly exceptional. Any effort to reduce turnover in their ranks, improve their access to quarters suitable for their work, empower them to do it with less effort, or to foster the professional identity they clearly have earned will be an effort to assist our children in the schools.

# MAKING A DIFFERENCE: EVALUATION OF THE SUBSTANCE ABUSE PREVENTION AND INTERVENTION PROGRAMS IN THE NEW YORK CITY SCHOOLS 1985-1987

Final Report, October, 1987

Arthur P. Sullivan, Ph.D.,
East Stroudsburg University, &
Jeffrey A. Zaloom, M.B.A.
Faith Barrentine, Ph.D.
Leotta Bouleware, Ph.D.
Eileen Brennan, Ph.D.
Julia Dallas, M.S.
Rosita Dorsey, Ph.D.
Margaret Easton, Ph.D.
Dan Griffin, Ph.D.
Carol Hallman, M.S.
Robert Jolly, Ph.D.
Katherine Iwanenko, B.A.
Susan James, B.S.
William Ryan, Ph.D.
Linda Sapadin, Ph.D.
Janet Shapiro, M.S.
Margaret Sikora, M.S.
Sharon Simmons, Ph.D.
Robert Stephens, Ph.D.
Barbara Taylor, Ph.D.
Barbara Wheeler, Ph.D.

Making a Difference: Evaluation of the Substance Abuse Prevention and Intervention Programs in the New York City Public Schools, 1985-1987

The thirty-two school districts and the high school office have responded to the problem of drug abuse among children in New York City by developing coordinated but independent programs to prevent drug use and intervene in the lives of those already involved with drugs. This evaluation sought to determine, after fifteen years of program growth, the exact nature of the activities used by the programs, whether the needs of the students were were adequately met, and what outcome was realized for the students, that is, whether drug use was abated and prevention achieved.

Nature of the activities. Superficially, program activities are provided in formats familiar in schools. Students are met individually or in groups and parents are occasionally involved in either format. Presentations are sometimes made to intact classes or auditorium size groupings. Some districts operate alternative schools to which students are assigned for their full day or part of it.

The potency to relieve or prevent drug use, however, is not vested in the activity format but in the central dynamics used. Across all formats, four basic dynamics are used singly or in certain combinations. The first is instruction. The goal of instruction is acquisition by the student of new information and understandings. Instruction in the drug programs parallels instruction in other subject areas in method and purpose; it is hoped that the new information and understandings will decrease or prevent drug use.

The second is information processing. This included problem solving of academic dilemmae as well as practicing on the problems arising naturally in the school work and play environment. Certain group techniques are used to build community among the students in which they find mutual support and engaging comraderie. As student problems are discussed and solutions tried, emotions are aroused to motivate the students to resist harmful pressures and enact useful behaviors on their own behalf. This motivational arousal gave rise to the use of the term "arousal" as a label for this method (Sullivan & Guglielmo, 1986). A wide range of student difficulties are discussed in addition to problems related to drug use because unresolved problems are thought to incline a student toward drug use.

The third is close external control. Many of these activities are supported by the literature on behavior modification, and include clear enunciation of expectations, clear contingencies for reward and punishment, and careful supervision to ensure that the rewarding or punishing consequences follow upon the stated behavior. Group techniques used in this approach are those which enhance supervision and control by having students supervise and demand an accounting of each other. This treatment is not reserved for drug related behaviors; a full range of behaviors seen as contributing to drug use or associated with it are subject to correction.

The fourth is therapy. This consists of psychological intervention to improve self esteem or relieve other conditions which underly personality disorder. Students who are dependent, withdrawn, passive agressive, and behavior disordered receive service from the program because drug use often appears as a feature of these problems.

These central prevention/intervention dynamics were used singly and in combination. Instruction was often paired with the other three; information processing was often paired with therapy or close control. But therapy is not theoretically able to be paired with close control because of the distinctly different view of and treatment of the student required by each as detailed more fully in Sullivan & Guglielmo (1985) and Guglielmo, Polak & Sullivan (1985).

Student needs. While the mental health professionals who visited the schools as part of the evaluation team did not conduct diagnostic interviews with the students, their clinical observations made while observing the students in program sessions resulted in a variety of putative diagnoses. It is instructive to note that these diagnoses would call for application of the dynamics listed above for relief, indicating that the required means to meet student needs are already in place. When similar putative diagnoses are grouped, four distinct diagnostic groupings of students emerge.

The first group of students were those evidencing no pathology, who are thought to be at risk of drug use because of its prevalance and their exposure to other students involved with drug use. Instruction is appropriate for these students, with or without additional information processing.

The second group showed signs of adjustment disorders (without conduct disturbance), phase of life problems, difficult family circumstances, or parent-child problems. For these children information processing is recommended, with therapy added as needed.

The third group presented as dependent, passive, passive-aggressive or withdrawn (schizoid). Therapy is recommended for these: an instruction or information processing approach is inadequate and close control exacerbates the problem.

The fourth group were the students presenting as conduct disordered, oppositional, or adjustment disordered with conduct disturbance. The manipulative and violent behavior of these students, coupled with their disregard of rules, laws, and rights of others make close control the method of choice. Therapy is indicated, but since it cannot be provided in the same context without the program personnel becoming subject to manipulation, it must be provided by an outside source not a part of this evaluation.

Program outcomes: reduction or prevention of drug use. Given the disparity of the student needs and the varied levels of drug use when the program first encounters the student, indicators of success or failure can prove elusive. A reduction in drug use is a clear improvement, but is unavailable for judging prevention where little or no usage has begun. Tests on drug information are appealing and familiar in the educational environment, but no link between knowledge and use has been established: it has not been shown that the drug users are those least knowledgable about drugs.

Traditionally, attitudes have been held to be important in explaining drug use or resistance to use. Since an attitude is an evaluation, it would seem to indicate a tendency toward or away from drug use, and give some sense of whether it is a real option for a student. Attitudes are also seen as related to potential drug use when they are part of the cluster of attitudes evinced by drug users. Alterations in attitudes which devalue drug use or become unlike

attitudes characteristic of drug users imply program success.

Akin to attitudes are other more complex cognitions of which value is just a part. These cognitions are the entire meaning which the student finds in a person or object, and, taken together, are the way the student construes the reality he encounters. Any alterations in these complex behaviors which make them less like those of drug users imply program success: the student is being enabled to construe reality in ways that drug users do not.

Finally, there are overt behaviors. While drug use itself is not available, as noted, as an index of success of prevention, it is a reasonable index of successful intervention with children already involved in drug use. Regarding other behaviors, an argument can be made similar to that for attitudes and cognitions stating that behavioral changes which render a student's behavior unlike that typical of drug users implies program success.

Juries. There were three available juries in this matter, and data were collected from all three. The first source of data for evaluating the program was the students who were participants. These certainly had the best information on how program activities affect themselves. A bias is recognized in their reporting of their own drug using behaviors in that they underreport at the outset and report more accurately later, when they have established a relationship with program personnel. The result of this bias is to minimize gains they have actually made by artifically inflating posttest drug use relative to pretest.

The second data source was program personnel. They have had extensive exposure to the students relative to their drug use proclivities as well as their behavior out of the classroom. If their reports are biased, it is probably in the direction of exaggerating student improvement because of the relationship and affection they develop for the children and because their reports reflect on their own performance.

The third data source was the classroom teachers. These were often the persons who referred the students for drug program counseling, and were able to observe their day-to-day behavior. Any bias in their reporting is probably one of minimization of student gains, because their familiarity with the student's problems is less. The teachers' observations when taken together with the program workers' observations provide the most balanced view of observable improvement in the children.

## Evaluation Design

Theoretical considerations. It has been occasionally argued in the past that programs are to be evaluated as good if and only if they achieve their stated objectives. Effort was focused upon careful and precise formulation of objectives, finding reliable measures of them, and evaluating programs from the information which issued.

The logical shortfalls of this approach quickly appeared. Recognition that student and teacher groups were often atypical, that unrelated events brought about or frustrated the intended goals, and that the quality of program implementation was often uneven engendered a more sophisticated view, that a program was good only insofar as it caused achievement of its goals. This point of causality has remained

centrally important, and greatly influenced evaluation procedures in recent years toward an experimental model. Practicality is usually given careful consideration as the evaluator strives to align the statistical model with the actuality, so that conclusions derived from the working of the mathematics will apply to the real program. Applicability, however, receives little consideration; in practice it is usually assumed that experimental methods are both applicable and best.

The proliferation of experimental approaches to evaluation of educational programs unearthed other considerations which made evaluators wonder whether experimental methods were indeed a panacea. Program objectives vary widely in quality and ease of attainment; some are of lasting and others of ephemeral value. This observation prompted evaluators to judge programs, given the achievement of their objectives and the program's being established as the cause, on the intrinsic worthwhileness of the objectives undertaken. This seductive line of argument engendered a lasting debate among evaluators concerning who should judge the objectives themselves. Scriven (1974) represented an extreme view by assigning the task to the evaluator, while Cronbach (1980) took a more comprehensive view by requiring that sufficient information to judge the objectives themselves be provided to all identifiable audiences.

This debate, while engaging, was overshadowed by concern about unintended and unanticipated program outcomes. At times the value or the costs associated with these unexpected consequences outweighed the schema of stated objectives to the point of rendering their attainment irrelevant. In order to provide an adequate evaluation by this standard, the evaluation design and procedures apparently ought to be prepared to identify both intended and unintended, expected and unexpected outcomes, and to supply such causal linkages to program activities as are possible within the experimental or non-experimental evaluative method adopted.

The evaluator, then, is faced with the task of detecting changes which can be causally attributable to elements of the process being evaluated, Though the changes be fragmentary alterations in the development of the student's resistance to drug use, and their nature, magnitude, or direction of change not able to be specified in advance. The process by which a student comes to be drug free or drug resistant has not been specified to most anyone's satisfaction from the earliest research and evaluation attempts in drug education to the present; that the description of the process and its components is still in early theoretical formation is attested to by the need for description of programs which have developed in an environment with no lasting models. This lack indicates that any purely experimental or objective-driven attempt to evaluate a project of this magnitude may fail to detect its most significant achievements.

Yet, the objective-driven approach is usually selected. If the developing student primarily acquires skills, views, insights, and experiences from the prevention program activities of known or predictable effect, intensity, quality and duration, the choice is appropriate: measurement of observed behavior derived from stated obejctives clearly applies. Stated objectives can be reduced to observable, behavioral outcomes. Viewed as evaluation targets, they are similar to evaluation targets in other educational settings. Insofar as these targets consist of

assessing improved acquisition of new content and new skills, the evaluation ought to be objective driven (as described by Riecken and Boruch, 1974 or Cook and Campbell, 1979) and will resemble pre-post methodologies used to assess reading and math improvement.

But insofar as the student comes to resist temptation to use drugs primarily by acquiring new or different meanings of self, objects, and events, objective-driven measurement is less appropriate than phenomenological approaches, i.e., those able to capture the meaning extracted by the student from his individual experience. These instructional targets are novel, aimed at catalyzing individual experience which will become the ground of resistance to drug use that is yet to be created. And the corresponding phenomenological methods must explore the experience of the individual exposed to the activities, permit the variables to emerge during the evaluative process, detect change without postulating its magnitude or direction in advance. These methods have been described in detail by, for example, Parlett and Hamilton(1977). Findings of this type involve changes in cognition and meaning, in the way the student construes the world. These changes represent real gain, whether or not they have yet mediated behavioral changes which would be detected by objective driven instruments, should those instruments be most serendipitously selected to fit the needs of each student.

It would seem that the extent, nature, and complexity of achievements planned here require drawing upon both evaluative traditions, a situation seen by many researchers as the optimal approach to field evaluation (Bryk, 1978; Cronbach et al, 1980; Weiss and Rein, 1972). This evaluation was designed and tested to incorporate elements of both approaches. Behavioral outcomes derived from program objectives have been identified in consultation with program directors, and operationally defined. Probing of changes in the way students construe significant persons and objects without specifying appropriate outcomes in advance was also included in the design. This necessitated some idiographic study in the early phases, but the phenomenological methods which do seem quantifiable (Osgood et al, 1975) are quantified, and the statistical treatments available were employed.

Variables. Twenty-seven variables were identified for study as quantifying the desired outcomes of the program. The behavioral variables include two summative indices of use, one for those termed "gateway" substances (beer, wine, other alcoholic beverages and marijuana) and one of "hard" substances (all other controlled substances). A third index was created to represent total abstention, and is used to track students who remained free of all drug use throughout the study period: these students, who are the ones for whom prevention is most demonstrably successful, might otherwise be lost because their drug using habits did not change.

Ten other behavioral variables were measured. Five were based on report of the classroom teacher, namely, classroom discipline, classroom participation, peer relations, general attitude and self esteem as inferred from classroom activities; the other five were analogous variables as applied to the drug program setting. These latter were based upon the report of the drug program workers. The behavioral variables are displayed in Table 1 with reference numbers 15 through 27.

Fourteen cognitive variables were also included in the evaluation.

## Table 1

Variables Measured

| Ref. No. | Type | Variable |
|---|---|---|
| 1 | Cognition | Attitude toward school authorities |
| 2 | Cognition | Attitude toward civil authorities (police) |
| 3 | Cognition | Attitude toward self (self esteem) |
| 4 | Cognition | Attitude toward mother |
| 5 | Cognition | Attitude toward father |
| 6 | Cognition | Attitude toward program worker |
| 7 | Cognition | Attitude toward friends (peer group) |
| 8 | Cognition | Attitude toward drugs in general |
| 9 | Cognition | Attitude toward marijuana |
| 10 | Cognition | Attitude toward alcohol |
| 11 | Cognition | Attitude toward crack |
| 12 | Cognition | Understanding and experience of authority |
| 13 | Cognition | Understanding and experience of family |
| 14 | Cognition | Understanding and experience of support group (program workers, friends, etc.) |
| 15 | Behavior | Classroom discipline |
| 16 | Behavior | Classroom participation |
| 17 | Behavior | Classroom peer relations |
| 18 | Behavior | Classroom general attitude |
| 19 | Behavior | Classroom evidence of self esteem |
| 20 | Behavior | Program session discipline |
| 21 | Behavior | Program session participation |
| 22 | Behavior | Program session peer relations |
| 23 | Behavior | Program session general attitude |
| 24 | Behavior | Program session evidence of self esteem |
| 25 | Behavior | Use of alcohol and marijuana |
| 26 | Behavior | Use of hard drugs and other substances |
| 27 | Behavior | Refraining from use of any controlled substance although identified as at imminent risk of substance use |

Eleven of these were attitudinal and three were complex cognitions involving more than valuing. Although these cognitions are well grounded in the literature as indicators of drug use or predisposition toward it, it was empirically verified that each of these predicted drug use in this sample. Reference numbers 1 through 14 were assigned these variables as shown in Table 1; these reference numbers are useful in subsequent tables for reading the large number of analyses conducted in each school district.

The variable self-esteem, thought to be important for prevention and treatment of drug abuse (Wheeler et al, 1986; Sullivan & Guglielmo, 1985a; Guglielmo et al, 1985; Biase & Sullivan, 1984), was quantified three ways: first, as the subjective experience of the child; second, as the behaviorally inferred self evaluation reported by the teacher; and, third, as the behaviorally inferred self evaluation reported by the drug program worker.

Design. A pretest-posttest design was adopted for the evaluation primarily because a randomly assigned control group was not feasible. The pretest provides a comparison for the posttest to detect change. Other strategies must then be employed to attribute any change found to the action of the drug program. Two methods were used to make this attribution: first, a comparison group was devised to permit activities expected to have less impact with those expected to have more impact, thus illustrating that the changes observed were proportional to program effort, and second, cognitive variables selected for inclusion were those toward which the programs addressed explicit effort, making a causal attribution reasonable.

Only matched pre and posttests were used in the analysis. Although this resulted in the discarding of hundreds of testings of children, both the mobility of the NYC school population and design considerations rendered these data useless. A limited use was made of the testings in validating the selection of variables by regressing drug use on each of them.

The ordinary methods of analysis for a pre-post design are those which compare group means or partition the variability of a data set. These methods result in reports of group differences in mean score on the several variables. In this evaluation instance the units of measurement of the variables are not well known, so only the direction of change could be appreciated by the reader: the magnitude of change would not be easily comprehended. Because of this, and because of the administrative concern for delivering a modicum of effective service to as many students as possible, an alternative method was selected. A standard error of measurement was estimated from the aggregated data and predicated of each student. This procedure is both widely used and technically incorrect when it is used to interpret individual test results. By contrast, in this application the individual results are re-aggregated and summarized as percentages for reporting, so that group-estimated error term is applicable and yields accurate results.

## Subjects, Materials and Procedures

### Subjects

Students were selected from each of the 32 separate programs

operated by the local community school districts and from the single program which serves all the city's high schools by randomly choosing two schools in each district and two high schools from each borough. Where no program activities were scheduled at the designated school, a substitute school was identified in cooperation with the program director. The day of the week on which most program activities occurred at each school was designated as the day for the observer's bi-weekly visits, and all students engaged in program activities on that day were selected as the evaluation sample for that site. Adjustments were made in some districts to accomodate the program or the observer's schedule and ensure that the greatest number of students could be observed.

Because of the mobility of NY City students who cannot be readily tracked when they transfer between schools, and because students would be lost through dropping out of the program or school or simply by being absent at posttesting times, a large sample was sought. Up to 100 students at each site, or as many as were served on the designated day of the week, if fewer, were included.

This procedure resulted in 2,545 valid testings at pretest. At posttest, 1,799 of these were able to be matched to valid posttestings. All unmatched pretests and posttests were discarded from the sample. No valid matched testings could be obtained in two districts, CSD 5 and CSD 8; these districts were dropped from the evaluation.

## Materials

Each of the three instruments used to operationalize the 27 variables in this evaluation is discussed separately in this section. Copies are appended.

Behavioral Academic Self-Esteem (BASE). The BASE is an extraordinarily brief instrument consisting of only sixteen items designed to measure the self-esteem of students by observing their behavior in the academic environment. It is intended primarily for the use of teachers, but yields similar scores for students when completed by other educators less intimately involved with the students, such as administrators or program personnel. The most significant features of this instrument are 1) the existence of a theoretical basis for each item instead of a merely empirical rationale for inclusion; 2) its assessment of self-esteem from observable behavior instead of student self-report; and 3) its singular brevity, allowing it to be administered in a few minutes. The one form of the test is appropriate at all grade levels. The BASE total score is at least as good as assessment of self-esteem as any currently available; its special features give it distinct advantages over other possible selections.

The late Stanley Coopersmith noted almost 20 years ago the remarkable agreement among psychological theorists on the central importance of self-definition or self-concept in understanding and predicting human behavior (Coopersmith, 1967, p.11). The volume he published examining several theories on self-concept and articulating his own thoughts focused on only one dimension of the self-condept, the evaluation of self, which has come to be called self-esteem. He

argued that the self-evaluation is the component of self-concept with the power to cause the behavioral outcomes previously attributed to self-concept in general (Coopersmith 1959, 1960, 1964). Merely defining the self is psychologically inert; evaluating the self has visible effects. An evaluation of self as inadequate, for example, causes a person to live in pain, being always among others seen as better than self. This pain is usually unnoticed by the sufferer not because it is negligible, but because it has been present since early childhood and no contrast is available to which present suffering can be compared to appreciate its severity. Instead, a general sense that life is difficult, or could be better but is beyond one's capacity to alter, is all that can be articulated. Attempts to cope with this unnoticed pain are frequently maladaptive, adding to the sufferer's distress. Descriptions of these maladaptive coping patterns are termed personality disorders, and inadequate self-esteem is judged to be a cause of certain personality disorders (namely, those without psychotic features). Discussion of the causal role played by self-esteem in specific disorders has been elaborated more recently, but the insight is clearly enunciated by Coopersmith, though in general terms (Coopersmith, 1967. p. 46-48).

Placing self-esteem in the etiology of some personality disorders added impetus in the search for some ways to alter self-esteem. Coopersmith saw no reason why self-esteem could not be altered, yet reported that he observed self-esteem to be very resistant to change because it provides a stable assessment to the self of the self, and is actively defended by the self to the self against alteration. In spite of these cautions, acceptance of the causitive role of self-esteem in maintaining psychological well being has increased, and attempts to alter self-esteem have proliferated. Many interventions have reported success: Measurements with various instruments showed self-esteem improved after new skills were mastered, or patients were "enabled" in any of a variety of ways, and the increase was accompanied by a reduction of symptoms. Biase and Sullivan (1983, 1984), for example, have chronicled the dramatic gains made by drug addicts (with characteristically inadequate self-esteem) interned as patients in a therapeutic community setting. Gains were fairly stable after two years of treatment during which time the patients had reinserted themselves in their home community. It is important to note that support groups and other support mechanisms were available to these patients after they left treatment. That makes them unlike other addicts, for whom recidivism rates are well known: In spite of new abilities and a new start, the return of the preteatment environment usually begins a return of the desire for the drug experience. New competencies are reevaluated; heightened self-esteem erodes; and the patient is again faced with the old, painful experience of self, which new competencies had temporarily obscured.

It is the views of Coopersmith that underly the BASE. In addition, a body of empirical work was presented by Coopersmith to theoretical considerations. His research employed several tests which he developed. One of these is the Self-Esteem Inventory (SEI) , which assesses children's subjective self-esteem from their answers to 58 questions. Another, the Behavioral Rating Form (BRF), is administered to adults who are familiar with the child and who are asked to what degree 14 behaviors are characteristic of the child. The BRF was found to be consistent across raters even when the degree of exposure

to the child varied considerably: the ratings done by teachers and principals correlated strongly. The BRF was found to be stable over time, and the readministeration of the test after a period of eight weeks resulted in a correlation with the original scores near unity. From these evidences, Coopersmith concluded that the childern gave consistent behavioral presentations of themselves and that the BRF measured the presentation. He then assumed that the children's behaviors were "an external manifestation of the person's prevailing self appraisal" (Coopersmith, 1967, p. 11) and operationally defined the childern's score on the BRF as a measure of their self-esteem. The BRF was parent to the BASE. In the years immediately preceding his death , Coopersmith, collaborated with Ragnar Gilberts in detailing the psychometric properties and factor structure of the BASE, and finalizing its present form, administration and scoring procedures.

The Base items can be viewed as centered around certain themes. Each of these themes expresses a concern that prompts persons with inadequate self-esteem to behave differently from those with adequate self-esteem. Of the many behavioral differences each concern might cause, ones that could be readily observed in the academic environment have been selected. Educators are asked to respond on a scale of one-to-five about how frequently each behavior is observed. Sixteen behaviors in all are so rated, and the simple expedient of summing the ratings quickly yields subscale and total scores.

As the themes incorporated in the BASE are aspects of the single construct "self-esteem," the embodiment of each theme in an item is of critical importance because it is the BASE user's interpretation of the words used in each item that is the essence of the test's construct validity; statistical evidence of construct validity will depend on the clarity with which the test user is invited to assess a certain trait and accepts the invitation. Although each item asks only about a behavior, attribution by an observer to trait is well-established in psychology and promised item consistancy over the variety of behaviors that are explored.

Themes are expressed simply and straightforwardly. Item One asked, for example, to what degree the cstudent is willing to undertake new tasks. This issue is central to self-esteem. A child with adequate self-esteem will explore the unknown with higher confidence and higher expectations than the child who feels inadequate.

Each of the subscales has very few items, and the item groupings in the subscales were rearranged and named conveniently without diminishing their psychometric properties for this evaluation application, i.e. items were aggregated and names assigned that were descriptive of the behaviors rated to facilitate rating of students and interpretation of results. Using each subscale as a measure of the behavior its items address and the full scale score as a measure of self esteem permitted operationalizing five evaluation variables for teacher input, and five additional variables for program worker input from this one brief instrument. For the teacher, this included classroom discipline, classroom participation, classroom peer relations, classroom general attitude, and classroom evidence of self esteem; for program workers, the parallel variables were measured, namely, program sessionm discipline, program session participation, program session peer relations, program session general attitude, and program session evidence of self esteem.

The BASE is printed on a single 22 cm. by 28 cm. page. Instructions are brief and clear. The separate forms prepared for teacher and drug program worker use, applied to all students of any grade and either sex. The structure of the test has eliminated certain concerns of the test administrator. Response error attributable to the influence of social desirability and self report error in general do not apply because the test is completed by the teacher rather than the child. Group administration and fatigue problems are minimal because of the BASE's brevity.

Reliability for the BASE is argued from item and subscale intercorrelations, and a coefficient of .83 is reported. Validity is argued from the correlation of the BASE with results on standardized achievement test, the Comprehensive Test of Basic Skills (CTBS). The correlation between BASE and CTBS total scores is given as r = .55. The authors conclude validity because of the predictiveness to a "significient social criterion" (Coopersmith & Gilberts, 1982, p. VIII-4), represented by the CTBS score. Results of factor analysis of three separate BASE data sets are also reported. The results are remarkably similar, and the hypothesized occurrence is offered as further validity evidence because it strongly attests that expected empirical clusterings do actually occur. These factor results support claims for a consistent internal structure and provide necessary evidence of construct validity.

Semantic differential. To explore meaning and measure its changes required a set of signs whose significates are closely tied to the same signs for a great many people. Words are an obvious choice. There exists a sizable body of research on synesthesia, showing that sensations in one sense mode regularly attach themselves to sensations from other modes, and this effect is quite consistent across people. Research, for example, on the relationships of color, mood, and musical experience date back to the 1930's (e.g. Odbert, Karwoski & Eckerson, 1942). This research is pointed to in order to illustrate that many persons reliably attach the same color descriptions to certain musical sounds. This ability of groups of people to use the same words in such an unlikely context underlines the appropriateness of the choice of words as a medium for conveying meaning. Words are used in very much the same way by people to describe experience.

From this it is concluded that there exist in language a set of words available to student and evaluator compassing the same meanings. It is assumed that there exist a set of experiences in the students' past and present of significance to the students. These experiences have necessarily been construed, if only for utilitarian purposes: a corpse on the sidewalk must minimally be construed as an object to be stepped over or around. The meaning of the experience, which is the result of the construing, may not be easily articulated, but, relying to a degree on the synesthesia experiments, a series of questions can be asked about the experience from which it can be known. The asking of questions to explore the meaning relieves the lack of fluency on the part of the student because only minimal responses are required. Was the experience hot or cold? Was it clean or dirty? Questions like these are asked until, as in the game "20 Questions", the evaluator has grasped the meaning of the experience to the student. Each question is bipolar with five response gradients between the two extremes so that the student can communicate both

direction and intensity in a single response to each question.

Clearly, the effort of these many questions can be expended only on significant concepts. Similarly, the questions posing the polar pairs would attempt to address the major ways in which meanings differ, although enough leeway has been found empirically in the choice of polar pairs that a particular selection could be regarded as a sample from an infinite domain of choices.

Several conclusions follow logically from acceptance of this procedure. First, the set of responses given by a student about an experience is multidimensional: although empirical research has shown that persons view experiences in only a few, rather consistent ways, very many dimensions are possible. Second, assuming enough polar pair questions were asked, a student responding in exactly the same direction and degree on every possible polar pair about two objects experiences the objects as exactly the same. Third, when a student responds differently on the polar pair questions about two objects, both degree and nature of the experienced differences are accessible statistically. Fourth, that when a student responds differently in the pattern of responses to the polar pair questions about the same object, then the student's experience of that object, i.e., its meaning to the student has changed. Fifth, that different persons can be expected to respond with a different pattern to the same objects both because they experience these objects differently (the objects have different meaning for them) and because they use words somewhat differently. This last brings us to sixth conclusion, the existence of a degree of random error of response, estimable by statistical methods.

An instrument was authored which provided choices on bi-polar word pairs with five possible response gradients. The instrument has been extensively field tested (v. listing of trials in Osgood et al, 1975; also Sullivan, 1986, 1987). Cronbach's coefficient alpha was calculated on pretest data as a summary indicator of measurement error and was found to be alpha = .86.

In spite of the bulk of administrative and organizational work required at the startup of a project of this scale coupled with the late start of project activities in the academic year, and the consumption of the major part of the evaluative effort in designing and testing methods consonant with the philosophies and procedures of the project participants, a demonstration of the effectiveness of the evaluation was carried out to serve as a working example of the design and provide an indication of direction and progress from the point of view of student change. In several districts target concepts were designated, small students groups identified, and testing carried out. A single session was used to gain the data, collecting retrospective pretest ratings and current posttest ratings from the students. The characteristics of retrospective data collection has been explored elsewhere (e.g. Collins, Graham, Hansen, & Anderson, 1985; Finney, 1981; Howard, Millham, Slaten, & O'Donnell, 1981); it is argued here that it afforded the students an opportunity for specific comparison of time-anchored points on objects of importance, resulting in somewhat smaller expected standard errors of measurement and some amplification of change (or lack of it) in the consciously intended direction. Attenuation of standard error would have been undesirable and was accordingly avoided in the full evaluation by separating pretests and posttests in time; in the pilot it was not of concern

because assessments of error were being gauged only roughly to benchmark the instrument.

The number of bi-polar questions addressed to each object to be rated was twelve, and while this could theoretically represent twelve different dimensions, experience has shown that factor analysis produces three dimensions which account for the bulk of the variability in student responses. The principal factor is an evaluative one. This factor is often looked at by itself, and it reflects the evaluative attitude of the student to each object rated at pretest and posttest times. The phenomenological outlook herein did not permit prejudging whether a higher or lower evaluation of any one object was desirable or not except in the context of the other ratings. It must be noted, however, that change in evaluative attitude toward any object (significant change, that is, change beyond expected error variability in responding) reflects positively on the project insofar as it represents change in meaning of that object to the student, of a sort which renders the student less like drug users.

Factor analysis usually yields two additional potent factors. These two are described as potency, or the perceived ability of the object to effect outcomes, and activity, or the liklihood of the object's becoming important in immediate concerns of the student. It was noted above that objects receiving identical ratings on all scales were experienced identically by the student. As a corollary, items receiving patterns of similar or dissimilar responses are accordingly experienced as similar or dissimilar: the nature of the similarity can be seen from the distance on the dimension, and the rated distances between objects are directly interpretable. The most obvious case is the increase or decrease in distance between the rating of self and same sex parent, but each distance is interpretable quantitatively and phenomenologically from the scales. Distances have meaning in two ways: first, at any testing time the distance on the static meanings of the student is interpretable, as, for example, how like one's parent one is and in what ways; second, between testings changes are observable and student's attribution identifiable.

Statistical analysis includes calculating the full matrix of three-dimensional distances among all combinations of objects rated for every subject. The percentage of students for whom these distances which represent meanings about their personal experiences have changed beyond a statistical criterion of significance and in a direction which differentiates them from drug users reflects the proportion of students making significant progress toward becoming free of drug use or resistant to temptation to use drugs. Where progress is being made with individual students and where it is not can be seen, and the program both judged and altered accordingly.

While theoretical considerations were employed in determining appropriate direction of change on semantic differential results, each was empirically verified by testing whether it significantly differentiated drug users from non-users on the full pretest collection of data. The results permitted operationalization of 11 attitude variables and three additional complex cognitive variables for the evaluation. The attitudes quantified by this instrument were the students' attitudes toward school authorities, civil authorities, self (self esteem by self report), mother, father, drug program worker, friends (peer group), drugs, marijuana, alcohol, and crack. The complex cognitions examined changes in students' understanding and

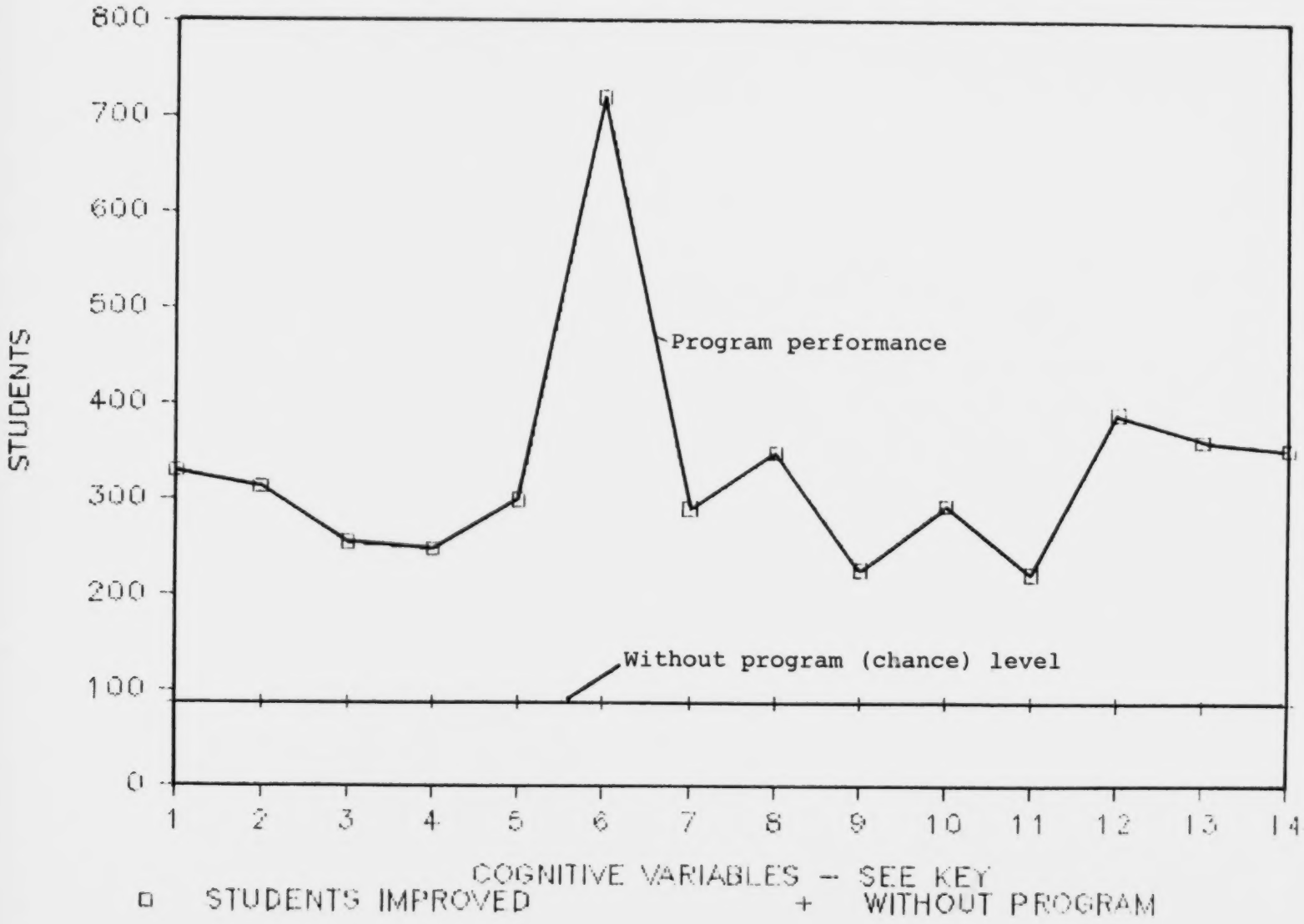



Figure 1. Citywide SPINS Program effectiveness on Cognitive Variables compared to chance.

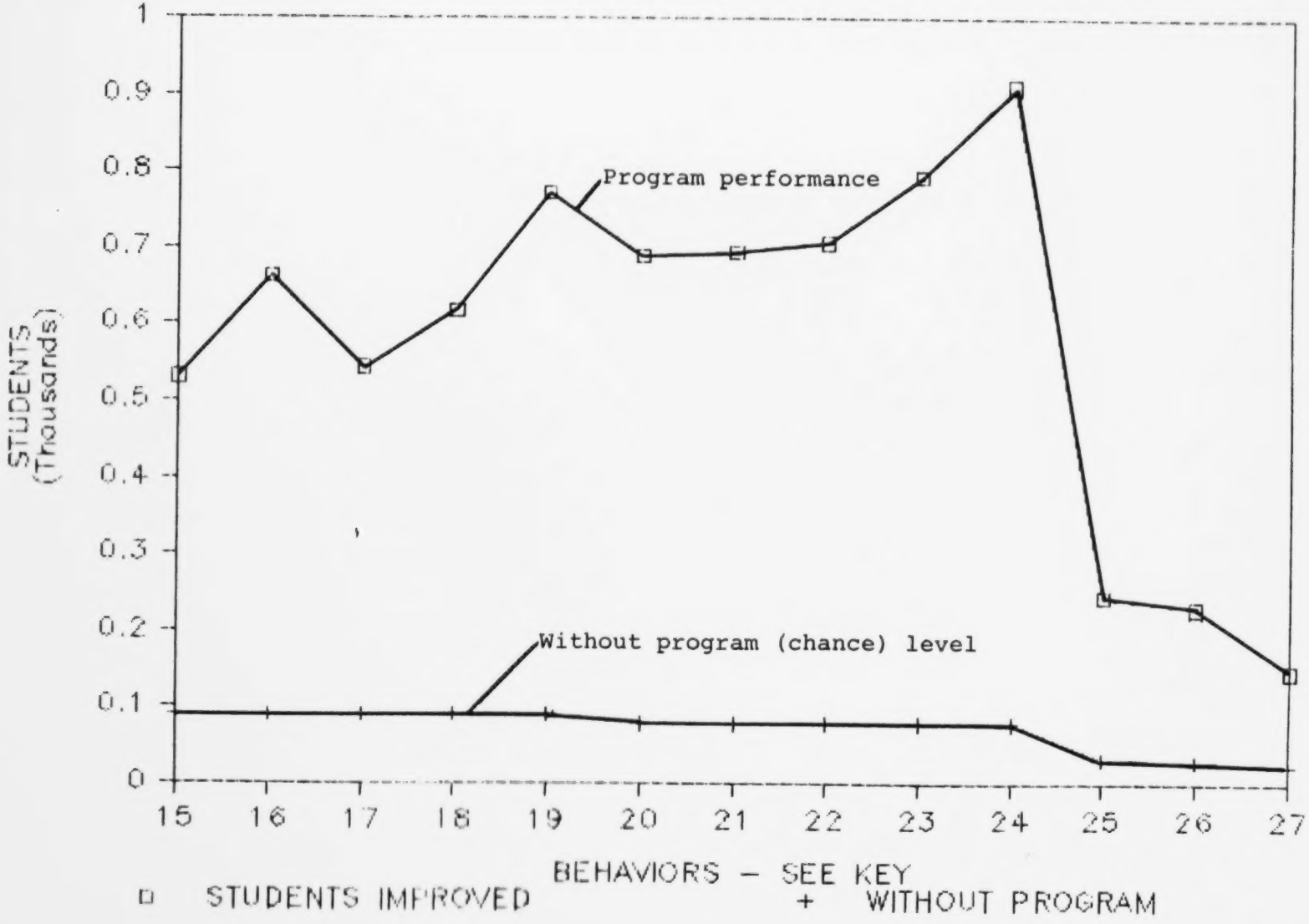



Figure 2. Citywide SPINS Program effectiveness on Behavioral Variables compared to chance.

Figure 3. Citywide SPINS performance compared to chance level and to number of students studied.

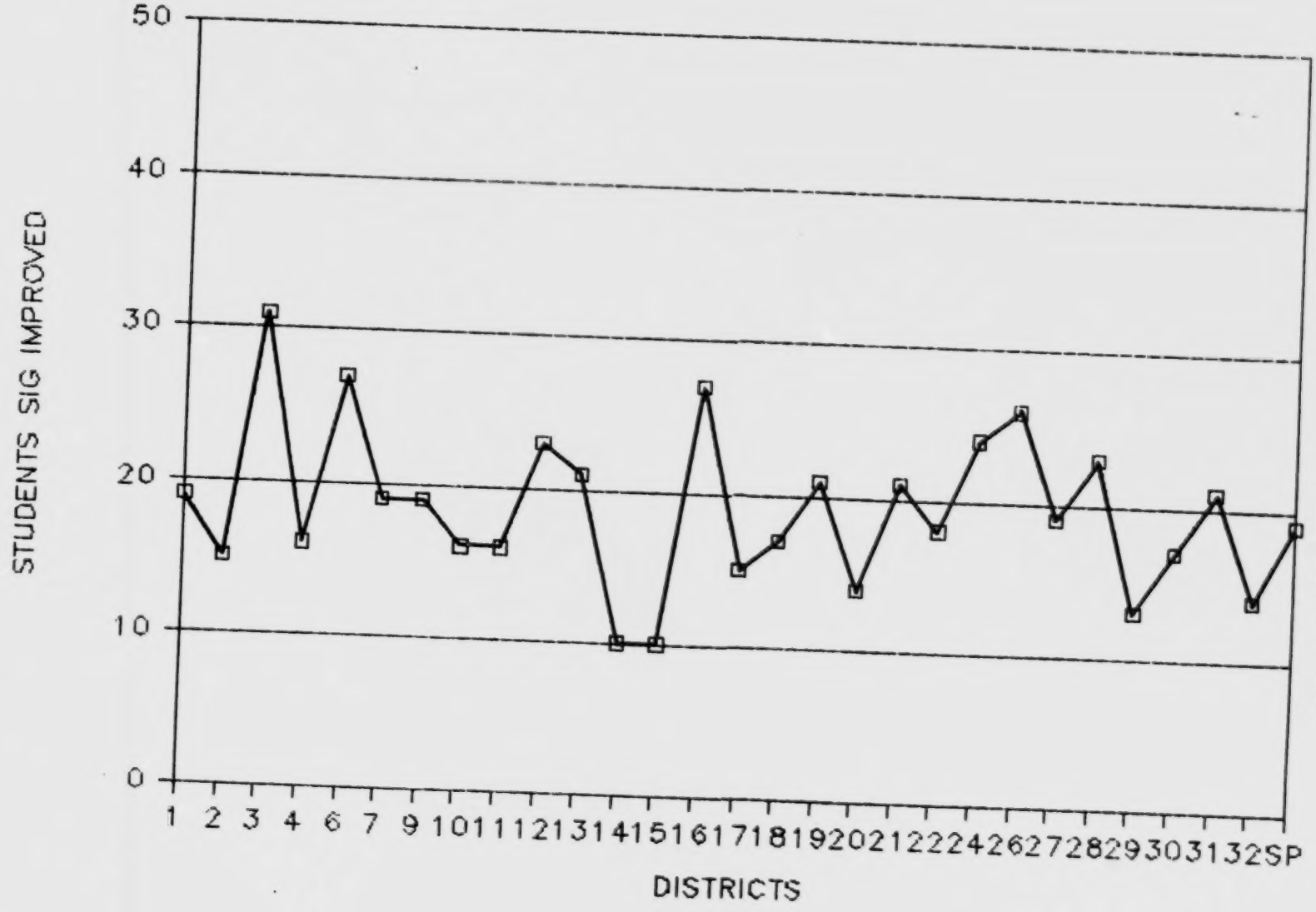



Figure 4. Percent of students significantly improved in Attitude by District

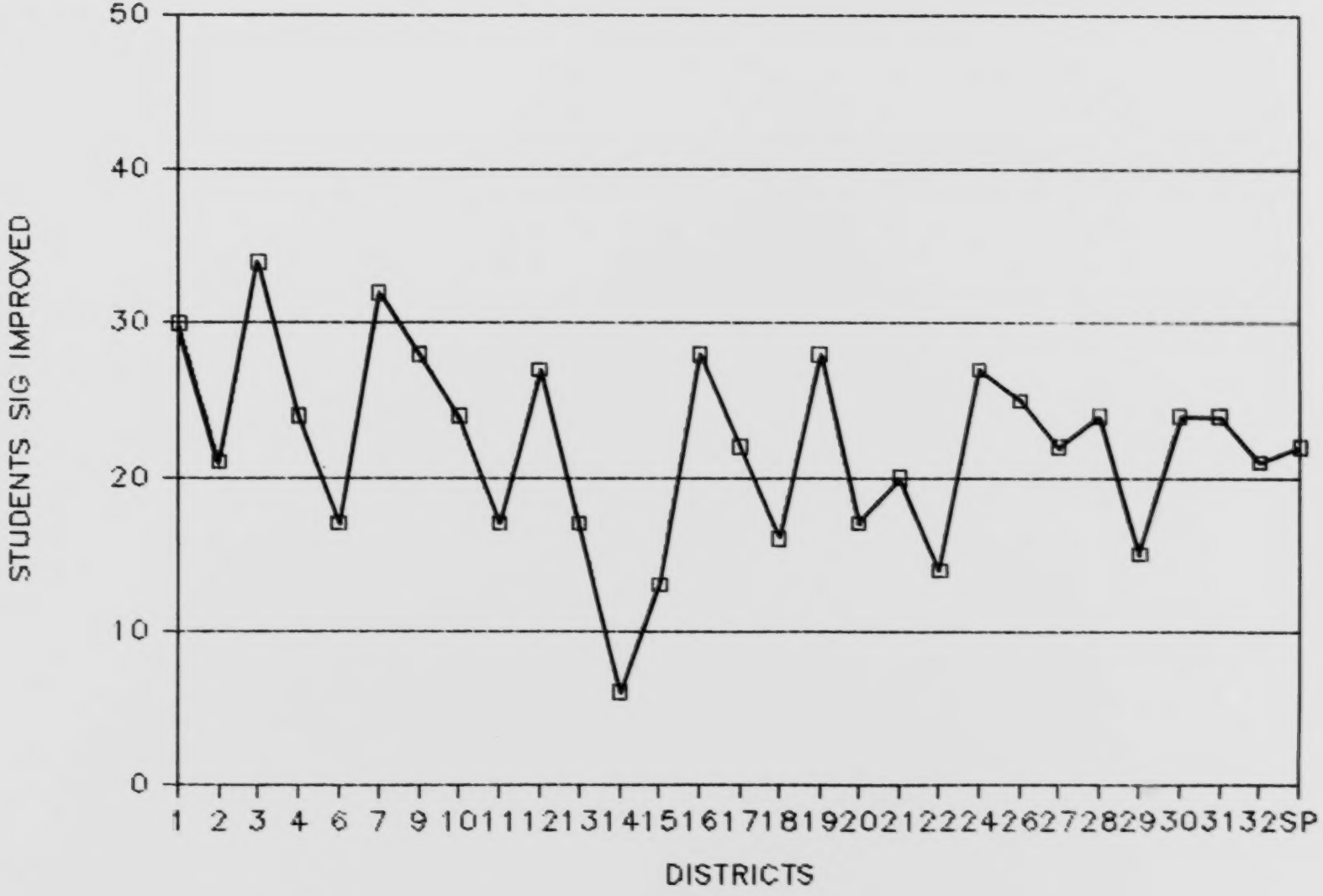



Figure 5. Percent of Students Significantly Improved in Other Cognitions by District

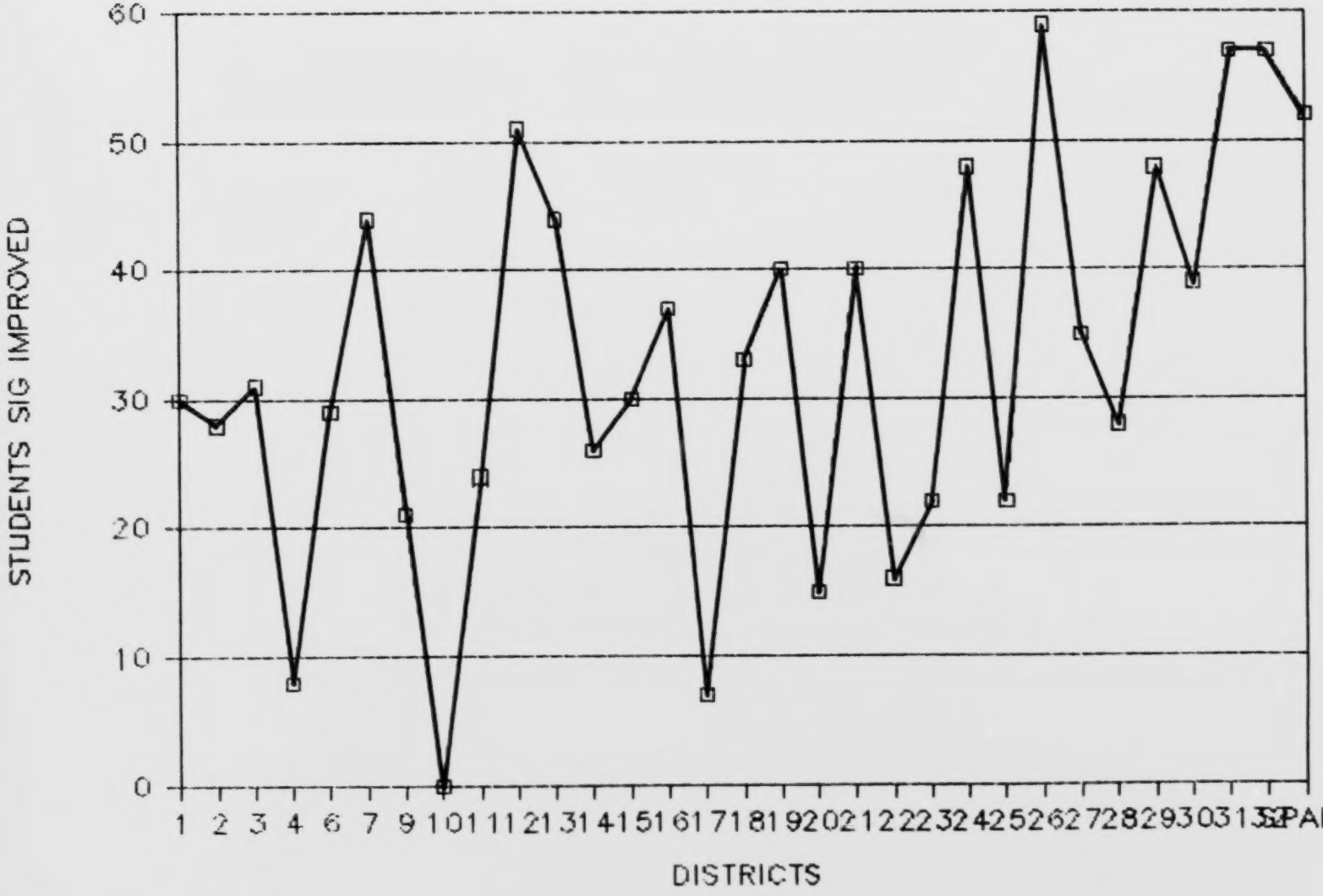



Figure 6. Percent of Students Significantly Improved in Classroom Behavior by District

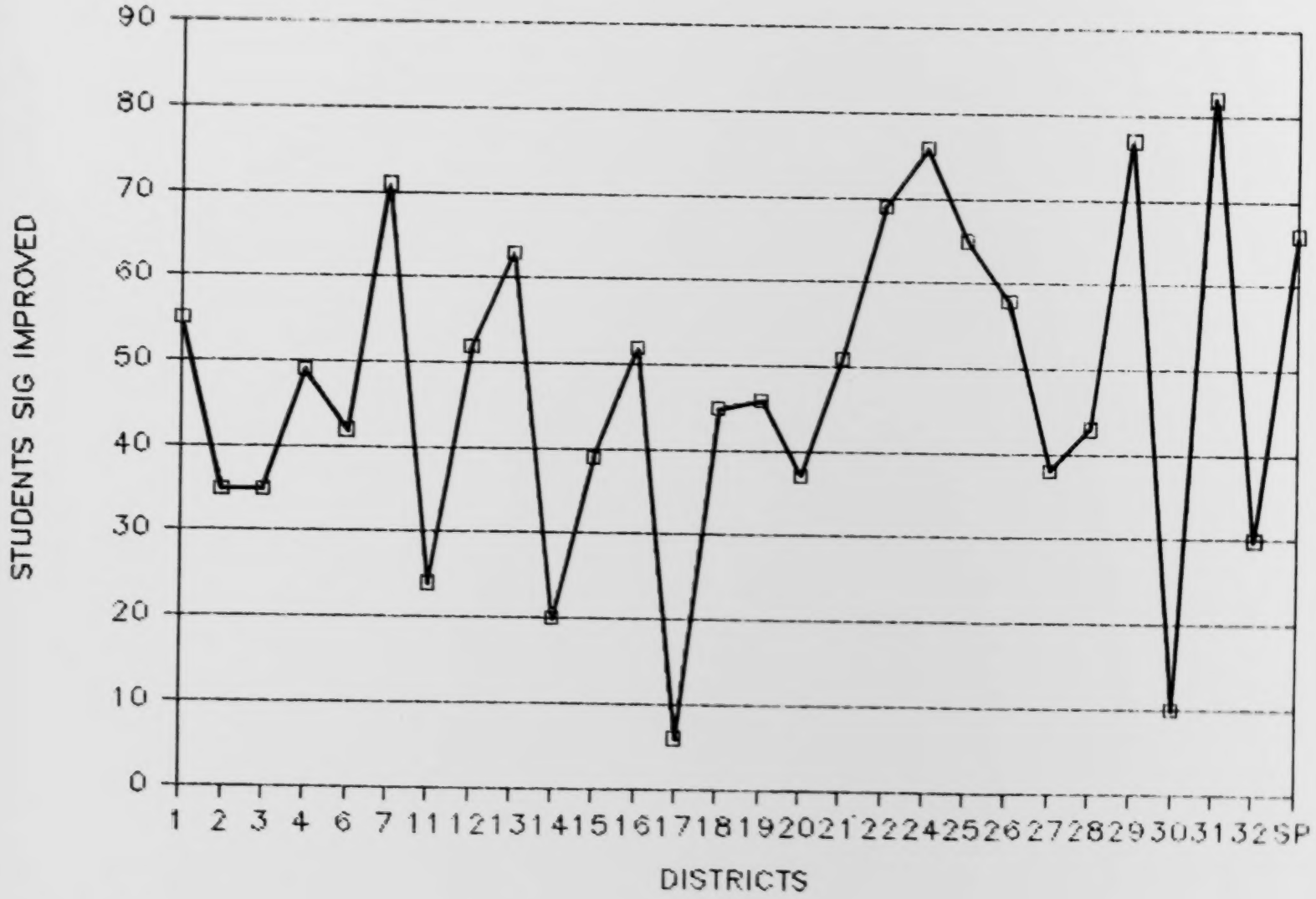



Figure 7. Percent of Students Significantly Improved in Behavior during Program Activities by District

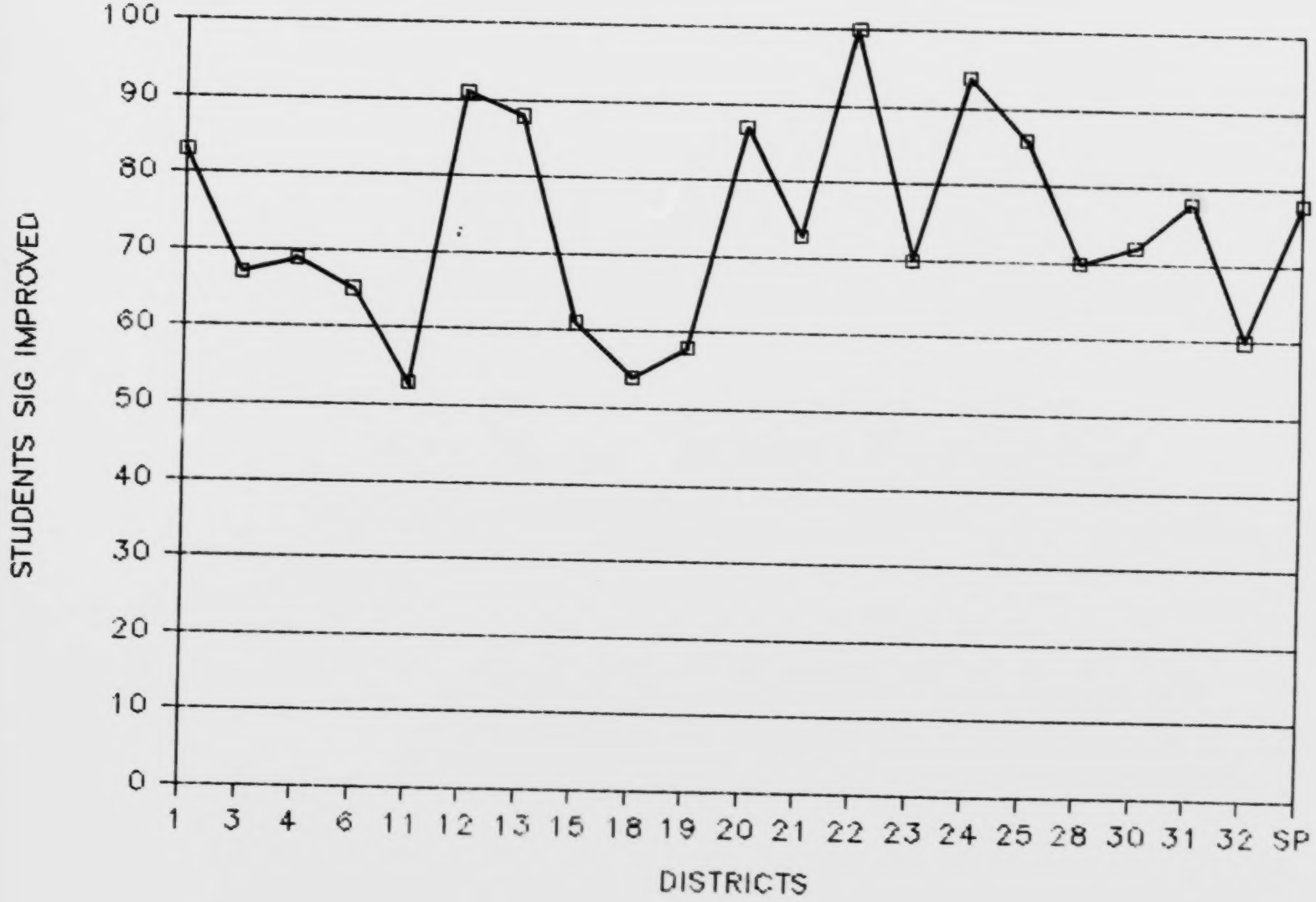
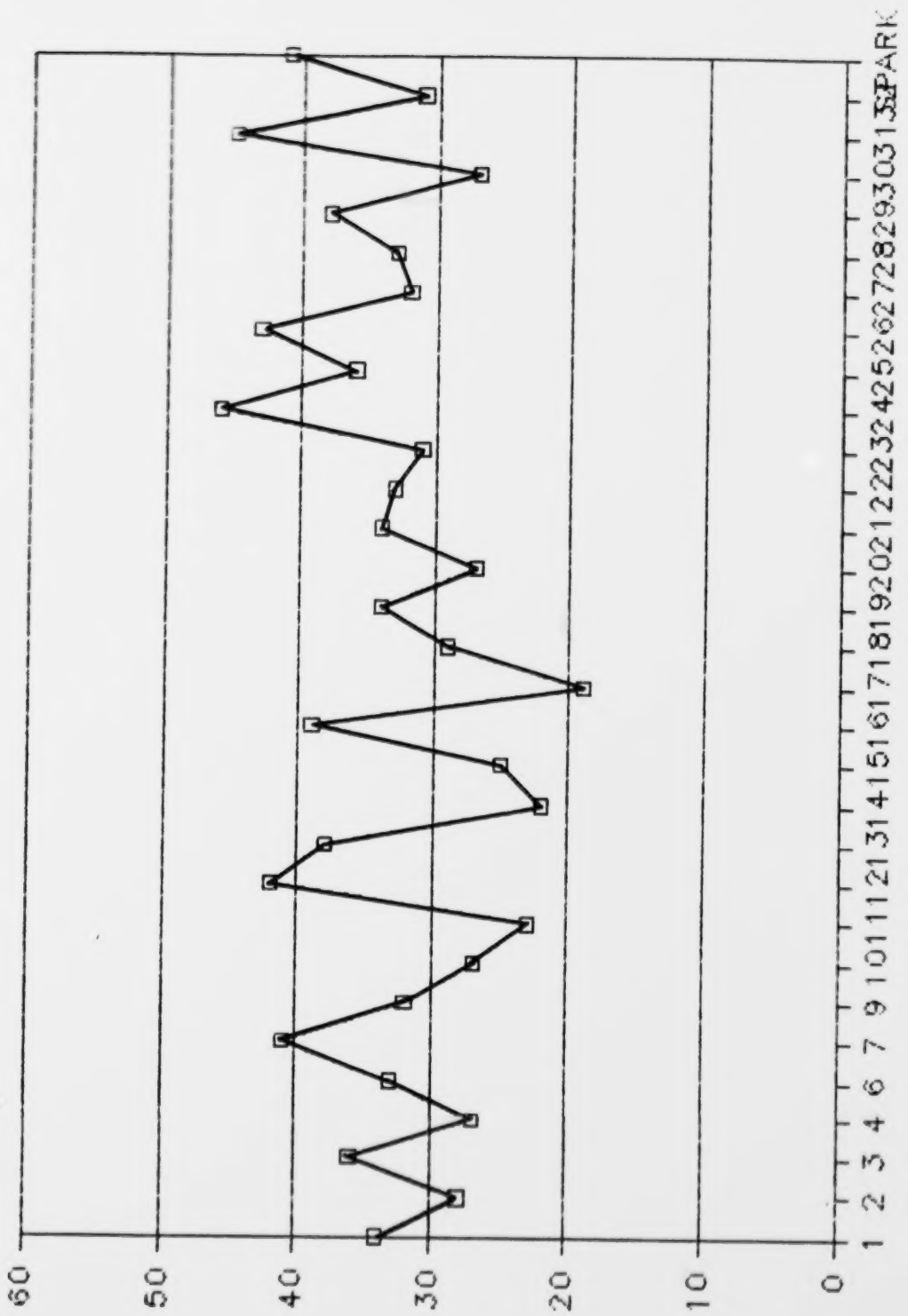



Figure 8. Percent of Students Reducing Substance Use or remaining Nonusers by District

Figure 9. Average Number of Students Significantly Improved Overall by District



experience of authority, of family, and of outside support groups (drug program workers, friends, etc.).

Drug use and abuse. Extent of drug use was collected only in those district settings where permitted. The instrument used was a simple listing of substances provided to the students with instructions to indicate the number of times, if any, each substance had been used in the previous 30 days. Completion of the form was supervised by the program worker, who was asked to read student responses, as they were being written, and discuss them relative to usage levels students had reported during program group meetings. The purpose of this procedure was to assure the most accurate possible data.

## Procedures

Pretest. Pretesting in each district was scheduled to occur shortly after the beginning of a prevention cycle. The first meeting was avoided to minimize interference with the prevention process: testing occurred more typically during second or third session. The semantic differential instrument was administered to all students seen by prevention personnel on the day of the evaluator's visit, and additional copies were given to the program worker for testing other students seen at that site, such as scattered individually counseled students. The testings administered by the program worker were given to the evaluator at the next visit.

The drug use and abuse survey, if permitted at that site, was administered during the same session. Before these instruments were removed from the school building, the program worker and evaluator compiled a roster of students tested and assigned a number to each. This number was used on the evaluation instruments as the identifier to enable matching of pretest to subsequent posttest. The roster remained in the possession of the program worker at the school to guard against possible identification of individual student responses.

With the assistance of the program worker, the English teacher for each student tested was identified and a form for teacher response provided for the BASE. Where a large number of students shared a single English teacher, other subject area teachers were additionally recruited. No teacher was asked to rate more than four students (although many did so voluntarily), a task requiring no more than 15 minutes.

The program worker was asked to complete a BASE instrument for each child tested.

These data, including drug use survey and semantic differential instruments from the student, and BASE instruments from both program worker and a subject area teacher were aggregated and filed by student sequence number. This data aggregation was used to benchmark instrument reliability and precision, to estimate standard error of measurement, and to demonstrate significant relationships between variables measured on the semantic differential and drug use patterns.

Observations. Every two weeks or six times during the drug program cycle the evaluator returned to the site and observed the sessions in progress. Anecdotal records of the interventions enacted

with the students were made, and coded with student number to correspond with the written data collected. Student interactions, progress, significant events, and appropriateness of the intervention for the problems the student manifested were noted. These records were not quantified, but served to explain changes which occurred in the students which were detected by the written instruments. In addition, this material provided the summary description and classification of program activities given earlier, as well as serving as the basis for citywide conclusions relative to clinical appropriateness of the program activities for student problems.

Posttest. At the end of the local district program cycle, posttests were administered, consisting of a new administration of the same instruments as at pretest to students, classroom teachers and program workers, respectively. These testings were coded with the student number assigned at pretest time, and matched with pretestings. Unmatched testings were set aside: this included student pretestings without posttests because students were not available, posttestings without pretests, and teacher data where a different teacher rated the student at pretest and posttest time.

Data analysis. Aggregate pretest data were used to check reliability of instruments, determine standard errors of measurement, and associate attitudinal and behavioral outcomes with drug usage reported. Using the standard errors calculated, 95% confidence intervals were established for each of the scores operationalizing the variables. These confidence intervals were used to determine whether significant change had occurred in each student. The numbers of students found significantly changed in the desired direction was then aggregated for reporting as a percent of students improved. Note that using the standard error of measurement for detecting individual change is only appropriate when outcomes are re-aggregated as they are here because the probability level could not be guaranteed for the single student alone.

## Results

Of the 27 variables measured in this evaluation, 14 are cognitive, representing significant changes in attitudes or more complex thinking processes related to substance use. The attitudes are titled in Table 1 above and reference numbered one through eleven; the complex cognitions are captioned and numbered twelve through fourteen. The content of the complex cognitions and the empirical relationship to substance use were established by regressing them upon the substance use reported at pretest.

### Citywide results

The citywide results on the cognitive variables are presented summarily by graph in Figure 1. The variations reflect the relative strengths, particularly number six (attitude toward program worker): the extent of the change here indicates that sound relationships are being built with the students which can serve as the basis for

continued change and support. The second, lower line in the graph indicates the improvement expected from chance alone, without program efforts. It is clear that program performance in cognitive areas is far above chance occurrence.

Figure 2 provides an analogous view of change in behaviors. The behaviors graphed are indexed by number, which refers to the numbers of the behaviors in Table 1. The chance line is again presented for comparison, showing citywide program efforts having effects far above chance levels.

All variables are condensed into one graph for Figure 3, and citywide performance on all variables and the chance line is drawn. A third line has been added showing the number of students studied. As the distance between program performance and chance line shows program achievements, so the distance between program performance line and students studied line shows how many students were not significantly changed during the evaluation interval. This figure portrays program accomplishment against the backdrop of what remains to be done either by improving strategies or retaining the children longer in the program.

Exact numbers of students studied and significantly improved are broken down by variable in Table 2. Each improvement level is also expressed as a percent, and citywide averages in the areas of attitude improvement, complex cognition improvement, classroom behavior improvement, program behavior improvement, and decrease in substance use are given. Note on substance use that a non-user who remains a nonuser is considered improved because he has been referred to a prevention program for being at-risk of use.

The final quantity in Table 2 is the citywide average improvement. It indicates that on the average, 34% of students receiving program services show significant improvement in 81 days.

District results

A summary comparison of performance among district programs is provided in the graphs of Figures 4-9. The percent of students improved is plotted for each district on each of the several graphs, Figure 4 displaying attitude improvement, Figure 5 improvement in other cognitions, Figure 6 improvement in classroom behavior as reported by classroom teachers, Figure 7 improvement in behavior during program activities as reported by program workers. Figure 8 shows percent reducing substance use or remaining nonusers, and Figure 9 provides an overall district average. District programs which do not appear on a given graph had no complete valid testings on that measure: the citywide mean was used to calculate average performance so the district would not be penalized, but the substituted average was not displayed on the graph. From these graphs it is evident that while certain districts perform better than others in specific areas, the overall range of percentage of students significantly helped in 81 days is above 30% of those referred.

The table providing a display of program effect by student count and percentage follows and is titled District 1A through District SPARK, which is the acronym for the citywide high school prevention program, for ready reference to the district where the data were collected. "A" and "B" designations indicate continuous pages for the same district. Each table contains information analogous to that

provided for the entire city in Table 2. Apart from the district identifier at the top of the table and the list of variables measured, each table has four parts. The leftmost column is the serial number of the variable measured, and corresponds to the numbers in Figure 1 above and to the numbers on the citywide results charts. The next group of columns shows the results for a particular school whose number is shown at the top. The first column in this group is the number of students studied, the second is the number of students significantly improved, and the third is the number improved expressed as a percent. The fourth column employs a weighting procedure based on the regression coefficients of each of the variables in predicting substance use. It uses the regression weights as an index of relative importance of variables for effecting substance use, and is multiplied by the raw percents to provide weighted percents for those preferring this interpretation.

The school results are repeated in column groups for each school visited in the evaluation. The last set of numbers appears under the designation "ALL", which adds the results from all schools in that program.

### Additional analyses and data retention

In response to program personnel concern that certain treatment modalities were more effective in preventing or reducing substance use, a series of graphs were plotted to show performance citywide on each studied variable across the four main formats used in the various programs. This material has been included in Appendix A to permit its separate duplication and distribution in the interest of reducing the size of this report.

All data collected have been retained on magnetic media to serve as baseline data for subsequent evaluations in individual districts and citywide. The focus here was constructing a sound theoretical approach to evaluating prevention and providing sound instruments which could monitor and evaluate program progress yearly.

Additionally, all materials useful for providing extensive analyses of individual district programs have been retained for possible future usefulness although the original plan to provide these separate, in depth district reports, has been eliminated.

The data may be of further use for group mean comparisons, regression and discriminant analyses to support decision making at district or citywide level, or needs and performance analyses for a district or method in support of a funding application.

## Conclusions

The school district drug abuse prevention programs in New York City impact the students referred to them by significantly altering their attitudes, complex cognitions about authority and family, and their behaviors in a way that reduces the frequency or liklihood of drug use. Significant beneficial change for more than 30% of the students involved in these programs was documented herein. It is unlikely that one session or one year of program participation will successfully end drug use or prevent it completely. But the finding herein illustrates the effectiveness of the service offered. Given

that finding, the logistics of delivering enough of the service to all the students requiring it can be addressed. The finding also points toward needed improvement: 70% of the participants are unaffected by program activities, and this needs to be changed. Some specific findings follow.

1. Classroom behaviors including discipline and participation improved significantly for 35% of all students enrolled in drug prevention programs. This difference was reported by classroom teachers.

2. In-school behaviors exhibited during prevention program activities improved significantly for 49% of all participants as reported by prevention program personnel.

3. 19% of students participating improved significantly in attitude, and 21% in complex cognitions as determined from examination of the students report of their attitudes.

4. 75% reduced substance use over the course of one cycle of prevention program activities. These data were furnished by the students themselves while their answers were being watched and challenged by the program worker familiar with their revelations in program activities.

5. The needed services already exist in the city. Although every service does not exist in every district, no significant service was identified by the researchers which was absent citywide.

6. Students are placed in the needed service with remarkable accuracy in districts where the needed service was available. For a full report on this see Sullivan, Guglielmo & Polak, 1987.

7. A set of instruments now exist, identified in this report, validated and benchmarked on NYC students which can be used to assess district program effectiveness rapidly, either for central evaluation or self-monitoring. These are backed by a unified theoretical description of services, and a detailed evaluation design.

8. There now exists a bank of baseline data for evaluations, program tracking, and research efforts on new practices.

9. A direction for improvement has been indicated, most immediately that of impacting a greater percent of those students referred to the programs.

10. The specific strengths and weaknesses of each program have been quantified. Each program is able to seek improvement by observing the targeted service in programs excelling in it, and programs demonstrating overall strength such as CSD 26 can serve as a model.

11. Citywide strengths and weaknesses have been identified for being adressed centrally. The greatest strength citywide is in reducing and preventing drug use among students referred. Behavioral change is also strong. The weaknesses, perhaps strangely for a school system, lie in the area of change in attitude and complex cognitions.

Recommendations. Given the levels of ability and energy observed in the drug programs the central recommendation is to provide continued annual evaluation using these same instruments and theoretical approach, and provide comparative year-to-year results to program personnel. This will give them the feedback they require to pursue the most effective strategies.

The other recommendation departs from the quantitative findings and relies upon the anecdotal reports from hundreds of visits. The

line service provider in the district programs is the title SAPIS. The quality of service and caring provided to the students by these individuals, sometimes under the least conducive conditions, is truly exceptional. Any effort to reduce turnover in their ranks, improve their access to quarters suitable for their work, empower them to do it with less effort, or to foster the professional identity they clearly have earned will be an effort to assist our children in the schools.

## REFERENCES


Biase, D.V. & Sullivan, A.P. (1984). Successful development of self concept with therapeutic community residents: A five year research study. Presented at the Eighth World Conference of Therapeutic Communities, Rome, Italy.

Biase, D.V. & Sullivan, A.P. (1983). Development of self concept among addict/abusers. Presented at the research plenary session, 13th International Institute on the prevention and Treatment of Drug Dependence, International Council for Alcohol and the Addictions, Oslo, Norway, October.

Biase, D.V., Sullivan, A.P. & Wheeler, B.L. (1986). College training in a therapeutic community. In G. DeLeon & J. Zeigenfuss (Eds.), Therapeutic communities and addictions. Springfield, IL: Chas. Thomas, Publishers.

Biase, D.V., Sullivan, A.P. & Wheeler, B.L. (1984). Development of self concept within drug-free treatment community. Presented at the seventh annual Statewide Conference on Substance Abuse, New York.

Bryk, A.S. (1978). Evaluating program impact: A time to cast away stories, a time to gather stories together. In S.B. Anderson and C. Coles (Eds.), New Directions for Program Evaluation: Exploring Purposes and Dimensions (No. 1). San Francisco: Jossey-Bass.

Collins, L., Graham, J., Hansen, W., & Johnson, C. (1985). Agreement between retrospective accounts of substance use and earlier reported substance use. Applied Psychological Measurement, 9(3), 301-309.

Cook, T.D. and Campbell, D.T. (1979). Quasi-experimentation: Design and Analysis Issues for Field Settings. Chicago: Rand McNally.

Coopersmith, S. (1959). A method for determining types of self-esteem. Journal of Abnormal and Social Psychology, 59 87-94.

Coopersmith, S. (1960). Self-esteem and need achievements as determinants of selective recall and repetition. Journal of Abnormal and Social Psychology, 60, 310-317.

Coopersmith, S. (1964). Relationship between self-esteem and sensory(perceptual) constancy. Journal of Abnormal and Social Psychology, 68, 217-222.

Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco: Freeman.

Coopersmith S. & Gilberts R. (1981) Behavioral academic self-esteem. In M.D. Lynch, A.A. Norem-Hebeisen, & K. Gergen (Eds.), Self-concept: Advances in theory and research. Cambridge, MA: Balinger, 237-250.

Coopersmith S. & Gilberts R. (1982). BASE: Behavioral Academic Self-Esteem. Palo Alto, CA: Consulting Psychologists Press.

Cronbach, L.J., Ambron, S.R., Dornbusch, S.M., Hess, R.D., Hornik, R.C., Phillips, D.C., Walker, D.T., and Weiner, S.S. (1980). Toward Reform of Program Evaluation. San Francisco: Jossey-Bass.

Cronbach L. & Meehl P. (1955). Construct validity in psychological testing. Psychological Bulletin, 52, 27-36.

Finney, H. (1981). Improving the reliability of retrospective survey measures: Results of a longitudinal field survey. Evaluation Review, 5, 207-229.

Gadamer, H. (1975). Truth and method. New York: Seabury Press.

Guglielmo, R., Polak, R. & Sullivan, A.P. (1985). Development of self esteem as a function of familial reception. Journal of Drug Education, Vol. 15(3), 277-284.

Howard, G., Millham, J., Slaten, S., & O'Donnell, L. (1981). Influence of subject response style effects on retrospective measures. Applied Psychological Measurement, 5, 89-100.

Odbert, H., Karwoski, T. & Eckerson, A. (1942). Studies in synesthetic thinking. Journal of General Psychology, 26, 153-173.

Osgood, C.E., Suci, G.J., and Tannenbaum, P.H. (1975). The Measurement of Meaning. University of Illinois.

Parlett, M. and Hamilton, D. (1977). Evaluation as illumination: A new approach to the study of innovatory programs. In G. V. Glass (Ed.) Evaluation Studies Review Annual (Vol. 1). Beverly Hills, CA: Sage.

Riecken, H.W. and Boruch, R.F. (1974). Social Experimentation: A Method for Planning and Evaluating Social Intervention. New York: Academic Press.

Shavelson, R., Hubner J. & Stanton G. (1976). Self-concept: Validation of construct interpretations. Review of Educational Research, 46(3). 407-441.

Sullivan, A.P. (1986) Technical report on the pilot evaluation of the substance abuse prevention program. OEA Evaluation report. New York City Board of Education, New York, October.

Sullivan, A.P. & Guglielmo, R. (1986). The practice of prevention in the New York City Public Schools. International Journal of the Addictions, 21(11), 1145-1155.

Sullivan, A.P. & Guglielmo, R. (1985). Behavioral academic self-esteem, in D. Kaiser & J. Sweetland (eds.), Test Critiques, Vol. III, Kansas City: Test Corporation of America.

Sullivan, A.P. & Guglielmo, R. (1985). Chronic imperceptible pain as a cause of addiction. Journal of Drug Education, Vol. 15(4), 381-386.

Sullivan, A.P. & Guglielmo, R. (1985). Self concept and drug abuse: Thirteen propositions. Journal of Drug Education, Vol. 15(3), 274-276.

Sullivan, A.P., Guglielmo, R. & Polak, R. (1987). The theoretical model: Diagnostic assessment and placement in prevention treatment mode by school personnel. Journal of Drug Education, 17(1), 59-67.

Weiss, R.S. and Rein, M. (1972). The evaluation of broad-aim programs: Difficulties in experimental design and an alternative. In Weiss, C. H. (Ed.), Evaluating Social Action Programs: Readings in Social Action and Evaluation. Boston: Allyn and Bacon.

Wheeler, B.L., Biase, D.V. & Sullivan, A.P. (1986). Changes in self-concept during therapeutic community treatment: A comparison of male and female drug abusers. Journal of Drug Education, 16(2), 191-196.

Wylie R. (1974). The self concept. Lincoln, NE: University of Nebraska Press.

DISTRICT 1a

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 20 N | IMP | % | W% | 56 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 19 | 3 | 16 | 5 | 26 | 5 | 19 | 7 |
| 2 | | POLICE | 0.28 | 19 | 8 | 42 | 12 | 26 | 8 | 31 | 9 |
| 3 | FAMILY | SELF EST. | 0.09 | 19 | 3 | 16 | 1 | 26 | 5 | 19 | 2 |
| 4 | | MOTHER | 0.11 | 19 | 3 | 16 | 2 | 26 | 4 | 15 | 2 |
| 5 | | FATHER | 0.13 | 19 | 3 | 16 | 2 | 26 | 7 | 27 | 4 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 19 | 6 | 32 | 5 | 26 | 12 | 46 | 8 |
| 7 | | FRIENDS | 0.12 | 19 | 3 | 16 | 2 | 26 | 5 | 19 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 19 | 6 | 32 | 14 | 26 | 7 | 27 | 12 |
| 9 | | MARIJUANA | 0.39 | 19 | 2 | 11 | 4 | 26 | 7 | 27 | 11 |
| 10 | | ALCOHOL | 0.33 | 19 | 2 | 11 | 3 | 26 | 6 | 23 | 8 |
| 11 | | CRACK | 0.24 | 19 | 2 | 11 | 3 | 26 | 6 | 23 | 6 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 12 | 5 | 42 | 7 | 32 | 11 | 34 | 6 |
| 13 | FAMILY | INDEX | 0.21 | 12 | 4 | 33 | 7 | 32 | 9 | 28 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 12 | 3 | 25 | 5 | 32 | 12 | 38 | 7 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 17 | 6 | 35 | 9 | 33 | 5 | 15 | 4 |
| 16 | | PARTICIP. | 0.18 | 17 | 8 | 47 | 8 | 33 | 13 | 39 | 7 |
| 17 | | PEER RELAT. | 0.20 | 17 | 5 | 29 | 6 | 33 | 9 | 27 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 17 | 8 | 47 | 10 | 33 | 10 | 30 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 17 | 8 | 47 | 4 | 33 | 11 | 33 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 18 | 7 | 39 | 10 | 24 | 23 | 96 | 24 |
| 21 | | PARTICIP. | 0.40 | 18 | 5 | 28 | 11 | 24 | 22 | 92 | 37 |
| 22 | | PEER RELAT. | 0.16 | 18 | 8 | 44 | 7 | 24 | 22 | 92 | 15 |
| 23 | | GEN. ATTIT. | 0.03 | 18 | 9 | 50 | 2 | 24 | 23 | 96 | 3 |
| 24 | | SELF ESTEEM | 0.09 | 18 | 8 | 44 | 4 | 24 | 23 | 96 | 9 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 20 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 18 | 15 | 83 | 83 |
| 26 | | HARD | 1.00 | | | ERR | ERR | 12 | 10 | 83 | 83 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 19. | 25. |
| OTHER COGNITIONS | 33. | 33. |
| CLASSROOM BEHAVIORS | 41. | 29. |
| PROGRAM BEHAVIORS | 41. | 94. |
| SUBSTANCE USE | ERR | 83. |
| DISTRICT AVERAGE | 30. | 44. |
| DISTRICT WEIGHTED AVERAGE | 5.9 | 14. |

DISTRICT 1b

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 63 N | IMP | % | W% | ALL N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 30 | 5 | 17 | 6 | 75 | 13 | 17 | 6 |
| 2 | | POLICE | 0.28 | 30 | 5 | 17 | 5 | 75 | 21 | 28 | 8 |
| 3 | FAMILY | SELF EST. | 0.09 | 30 | 7 | 23 | 2 | 75 | 15 | 20 | 2 |
| 4 | | MOTHER | 0.11 | 30 | 4 | 13 | 1 | 75 | 11 | 15 | 2 |
| 5 | | FATHER | 0.13 | 30 | 3 | 10 | 1 | 75 | 13 | 17 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 30 | 9 | 30 | 5 | 75 | 27 | 36 | 6 |
| 7 | | FRIENDS | 0.12 | 30 | 3 | 10 | 1 | 75 | 11 | 15 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 30 | 1 | 3 | 1 | 75 | 14 | 19 | 8 |
| 9 | | MARIJUANA | 0.39 | 30 | 5 | 17 | 7 | 75 | 14 | 19 | 7 |
| 10 | | ALCOHOL | 0.33 | 30 | 2 | 7 | 2 | 75 | 10 | 13 | 4 |
| 11 | | CRACK | 0.24 | 30 | 2 | 7 | 2 | 75 | 10 | 13 | 3 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 27 | 7 | 26 | 4 | 71 | 23 | 32 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 27 | 8 | 30 | 6 | 71 | 21 | 30 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 27 | 4 | 15 | 3 | 71 | 22 | 31 | 6 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 32 | 4 | 13 | 3 | 82 | 15 | 18 | 5 |
| 16 | | PARTICIP. | 0.18 | 32 | 12 | 38 | 7 | 82 | 33 | 40 | 7 |
| 17 | | PEER RELAT. | 0.20 | 32 | 5 | 16 | 3 | 82 | 19 | 23 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 32 | 9 | 28 | 6 | 82 | 27 | 33 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 32 | 13 | 41 | 4 | 82 | 32 | 39 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 32 | 3 | 9 | 2 | 74 | 33 | 45 | 11 |
| 21 | | PARTICIP. | 0.40 | 32 | 16 | 50 | 20 | 74 | 43 | 58 | 23 |
| 22 | | PEER RELAT. | 0.16 | 32 | 8 | 25 | 4 | 74 | 38 | 51 | 8 |
| 23 | | GEN. ATTIT. | 0.03 | 32 | 11 | 34 | 1 | 74 | 43 | 58 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 32 | 17 | 53 | 5 | 74 | 48 | 65 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 20 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 18 | 15 | 83 | 83 |
| 26 | | HARD | 1.00 | | | ERR | ERR | 12 | 10 | 83 | 83 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | | |
|---|---|---|---|
| ATTITUDES | 13. | | 19. |
| OTHER COGNITIONS | 23. | | 30. |
| CLASSROOM BEHAVIORS | 26. | | 30. |
| PROGRAM BEHAVIORS | 34. | | 55. |
| SUBSTANCE USE | ERR | | 83. |
| DISTRICT AVERAGE | 22. | | 34. |
| DISTRICT WEIGHTED AVERAGE | | 4.2 | 11. |

DISTRICT D2A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 126 N | IMP | % | W% | 151 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 41 | 10 | 24 | 8 | 53 | 12 | 23 | 8 |
| 2 | | POLICE | 0.28 | 41 | 7 | 17 | 5 | 53 | 7 | 13 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 41 | 8 | 20 | 2 | 53 | 10 | 19 | 2 |
| 4 | | MOTHER | 0.11 | 41 | 2 | 5 | 1 | 53 | 3 | 6 | 1 |
| 5 | | FATHER | 0.13 | 41 | 4 | 10 | 1 | 53 | 6 | 11 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 41 | 16 | 39 | 7 | 53 | 21 | 40 | 7 |
| 7 | | FRIENDS | 0.12 | 41 | 4 | 10 | 1 | 53 | 6 | 11 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 41 | 7 | 17 | 7 | 53 | 10 | 19 | 8 |
| 9 | | MARIJUANA | 0.39 | 41 | 1 | 2 | 1 | 53 | 3 | 6 | 2 |
| 10 | | ALCOHOL | 0.33 | 41 | 3 | 7 | 2 | 53 | 7 | 13 | 4 |
| 11 | | CRACK | 0.24 | 41 | 3 | 7 | 2 | 53 | 8 | 15 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 34 | 12 | 35 | 6 | 55 | 7 | 13 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 34 | 8 | 24 | 5 | 55 | 10 | 18 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 34 | 14 | 41 | 8 | 55 | 7 | 13 | 2 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 28 | 5 | 18 | 5 | 56 | 12 | 21 | 6 |
| 16 | | PARTICIP. | 0.18 | 28 | 13 | 46 | 8 | 56 | 16 | 29 | 5 |
| 17 | | PEER RELAT. | 0.20 | 28 | 6 | 21 | 4 | 56 | 8 | 14 | 3 |
| 18 | | GEN. ATTIT. | 0.22 | 28 | 10 | 36 | 8 | 56 | 15 | 27 | 6 |
| 19 | | SELF ESTEEM | 0.09 | 28 | 15 | 54 | 5 | 56 | 19 | 34 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 40 | 18 | 45 | 11 | 54 | 9 | 17 | 4 |
| 21 | | PARTICIP. | 0.40 | 40 | 18 | 45 | 18 | 54 | 11 | 20 | 8 |
| 22 | | PEER RELAT. | 0.16 | 40 | 19 | 48 | 8 | 54 | 10 | 19 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 40 | 23 | 58 | 2 | 54 | 16 | 30 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 40 | 28 | 70 | 6 | 54 | 16 | 30 | 3 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |
| | ATTITUDES | | | | | 14. | | | | 15. | |
| | OTHER COGNITIONS | | | | | 33. | | | | 14. | |
| | CLASSROOM BEHAVIORS | | | | | 35 | | | | 25 | |
| | PROGRAM BEHAVIORS | | | | | 53 | | | | 22. | |
| | SUBSTANCE USE | | | | | ERR | | | | ERR | |
| | DISTRICT AVERAGE | | | | | 29. | | | | 19. | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 5.4 | | | | 3.8 |

DISTRICT D2B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 94 | 22 | 23 | 8 |
| 2 | | POLICE | 0.28 | 94 | 14 | 15 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 94 | 18 | 19 | 2 |
| 4 | | MOTHER | 0.11 | 94 | 5 | 5 | 1 |
| 5 | | FATHER | 0.13 | 94 | 10 | 11 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 94 | 37 | 39 | 7 |
| 7 | | FRIENDS | 0.12 | 94 | 10 | 11 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 94 | 17 | 18 | 8 |
| 9 | | MARIJUANA | 0.39 | 94 | 4 | 4 | 2 |
| 10 | | ALCOHOL | 0.33 | 94 | 10 | 11 | 4 |
| 11 | | CRACK | 0.24 | 94 | 11 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 89 | 19 | 21 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 89 | 18 | 20 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 89 | 21 | 24 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 84 | 17 | 20 | 5 |
| 16 | | PARTICIP. | 0.18 | 84 | 29 | 35 | 6 |
| 17 | | PEER RELAT. | 0.20 | 84 | 14 | 17 | 3 |
| 18 | | GEN. ATTIT. | 0.22 | 84 | 25 | 30 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 84 | 34 | 40 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 94 | 27 | 29 | 7 |
| 21 | | PARTICIP. | 0.40 | 94 | 29 | 31 | 12 |
| 22 | | PEER RELAT. | 0.16 | 94 | 29 | 31 | 5 |
| 23 | | GEN. ATTIT. | 0.03 | 94 | 39 | 41 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 94 | 44 | 47 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 15. | |
| OTHER COGNITIONS | 21. | |
| CLASSROOM BEHAVIORS | 28. | |
| PROGRAM BEHAVIORS | 35. | |
| SUBSTANCE USE * | 75. | |
| DISTRICT AVERAGE | 28. | |
| DISTRICT WEIGHTED AVERAGE | | 12. |

DISTRICT D3A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 88 N | IMP | % | W% | 118 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 19 | 4 | 21 | 7 | 26 | 4 | 15 | 5 |
| 2 | | POLICE | 0.28 | 19 | 8 | 42 | 12 | 26 | 6 | 23 | 6 |
| 3 | FAMILY | SELF EST. | 0.09 | 19 | 4 | 21 | 2 | 26 | 6 | 23 | 2 |
| 4 | | MOTHER | 0.11 | 19 | 9 | 47 | 5 | 26 | 7 | 27 | 3 |
| 5 | | FATHER | 0.13 | 19 | 10 | 53 | 7 | 26 | 7 | 27 | 4 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 19 | 11 | 58 | 10 | 26 | 16 | 62 | 10 |
| 7 | | FRIENDS | 0.12 | 19 | 8 | 42 | 5 | 26 | 4 | 15 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 19 | 9 | 47 | 20 | 26 | 6 | 23 | 10 |
| 9 | | MARIJUANA | 0.39 | 19 | 9 | 47 | 18 | 26 | 1 | 4 | 2 |
| 10 | | ALCOHOL | 0.33 | 19 | 10 | 53 | 17 | 26 | 5 | 19 | 6 |
| 11 | | CRACK | 0.24 | 19 | 7 | 37 | 9 | 26 | 2 | 8 | 2 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 19 | 7 | 37 | 6 | 20 | 5 | 25 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 19 | 9 | 47 | 10 | 20 | 4 | 20 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 19 | 10 | 53 | 10 | 20 | 5 | 25 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 23 | 4 | 17 | 5 | 61 | 19 | 31 | 8 |
| 16 | | PARTICIP. | 0.18 | 23 | 10 | 43 | 8 | 61 | 21 | 34 | 6 |
| 17 | | PEER RELAT. | 0.20 | 23 | 8 | 35 | 7 | 61 | 13 | 21 | 4 |
| 18 | | GEN. ATTIT. | 0.22 | 23 | 6 | 26 | 6 | 61 | 15 | 25 | 5 |
| 19 | | SELF ESTEEM | 0.09 | 23 | 11 | 48 | 4 | 61 | 26 | 43 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 16 | 3 | 19 | 5 | 8 | 4 | 50 | 13 |
| 21 | | PARTICIP. | 0.40 | 16 | 5 | 31 | 13 | 8 | 5 | 63 | 25 |
| 22 | | PEER RELAT. | 0.16 | 16 | 2 | 13 | 2 | 8 | 5 | 63 | 10 |
| 23 | | GEN. ATTIT. | 0.03 | 16 | 4 | 25 | 1 | 8 | 5 | 63 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 16 | 5 | 31 | 3 | 8 | 5 | 63 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 27 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 9 | 7 | 78 | 78 |
| 26 | | HARD | 1.00 | | | ERR | ERR | 16 | 11 | 69 | 69 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 9 | 5 | 56 | 56 |

| | | |
|---|---|---|
| ATTITUDES | 42. | 22. |
| OTHER COGNITIONS | 45. | 23. |
| CLASSROOM BEHAVIORS | 33. | 30. |
| PROGRAM BEHAVIORS | 23. | 60 |
| SUBSTANCE USE | ERR | 67. |
| DISTRICT AVERAGE | 37. | 36. |
| DISTRICT WEIGHTED AVERAGE | 7.9 | 12. |

DISTRICT 3B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 45 | 8 | 18 | 6 |
| 2 | | POLICE | 0.28 | 45 | 14 | 31 | 9 |
| 3 | FAMILY | SELF EST. | 0.09 | 45 | 10 | 22 | 2 |
| 4 | | MOTHER | 0.11 | 45 | 16 | 36 | 4 |
| 5 | | FATHER | 0.13 | 45 | 17 | 38 | 5 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 45 | 27 | 60 | 10 |
| 7 | | FRIENDS | 0.12 | 45 | 12 | 27 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 45 | 15 | 33 | 14 |
| 9 | | MARIJUANA | 0.39 | 45 | 10 | 22 | 9 |
| 10 | | ALCOHOL | 0.33 | 45 | 15 | 33 | 11 |
| 11 | | CRACK | 0.24 | 45 | 9 | 20 | 5 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 39 | 12 | 31 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 39 | 13 | 33 | 7 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 39 | 15 | 38 | 7 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 84 | 23 | 27 | 7 |
| 16 | | PARTICIP. | 0.18 | 84 | 31 | 37 | 7 |
| 17 | | PEER RELAT. | 0.20 | 84 | 21 | 25 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 84 | 21 | 25 | 6 |
| 19 | | SELF ESTEEM | 0.09 | 84 | 37 | 44 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 24 | 7 | 29 | 7 |
| 21 | | PARTICIP. | 0.40 | 24 | 10 | 42 | 17 |
| 22 | | PEER RELAT. | 0.16 | 24 | 7 | 29 | 5 |
| 23 | | GEN. ATTIT. | 0.03 | 24 | 9 | 38 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 24 | 10 | 42 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 27 | | | |
| 25 | | ALC & MJ | 1.00 | 9 | 7 | 78 | 78 |
| 26 | | HARD | 1.00 | 16 | 11 | 69 | 69 |
| 27 | | NONUSERS | 1.00 | 9 | 5 | 56 | 56 |

| | | |
|---|---|---|
| ATTITUDES | 31 | |
| OTHER COGNITIONS | 34 | |
| CLASSROOM BEHAVIORS | 32 | |
| PROGRAM BEHAVIORS | 36 | |
| SUBSTANCE USE | 67 | |
| DISTRICT AVERAGE | 36 | |
| DISTRICT WEIGHTED AVERAGE | | 13 |

DISTRICT D4A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 45 N | IMP | % | W% | 83 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 40 | 8 | 20 | 7 | 43 | 5 | 12 | 4 |
| 2 | | POLICE | 0.28 | 40 | 7 | 18 | 5 | 43 | 8 | 19 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 40 | 2 | 5 | 0 | 43 | 6 | 14 | 1 |
| 4 | | MOTHER | 0.11 | 40 | 4 | 10 | 1 | 43 | 4 | 9 | 1 |
| 5 | | FATHER | 0.13 | 40 | 4 | 10 | 1 | 43 | 4 | 9 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 40 | 13 | 33 | 6 | 43 | 13 | 30 | 5 |
| 7 | | FRIENDS | 0.12 | 40 | 6 | 15 | 2 | 43 | 10 | 23 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 40 | 11 | 28 | 12 | 43 | 3 | 7 | 3 |
| 9 | | MARIJUANA | 0.39 | 40 | 4 | 10 | 4 | 43 | 1 | 2 | 1 |
| 10 | | ALCOHOL | 0.33 | 40 | 7 | 18 | 6 | 43 | 6 | 14 | 5 |
| 11 | | CRACK | 0.24 | 40 | 5 | 13 | 3 | 43 | 7 | 16 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 40 | 9 | 23 | 4 | 43 | 10 | 23 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 40 | 4 | 10 | 2 | 43 | 16 | 37 | 8 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 40 | 4 | 10 | 2 | 43 | 17 | 40 | 8 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 27 | 5 | 19 | 5 | 57 | 0 | 0 | 0 |
| 16 | | PARTICIP. | 0.18 | 27 | 8 | 30 | 5 | 57 | 1 | 2 | 0 |
| 17 | | PEER RELAT. | 0.20 | 27 | 6 | 22 | 4 | 57 | 0 | 0 | 0 |
| 18 | | GEN. ATTIT. | 0.22 | 27 | 6 | 22 | 5 | 57 | 0 | 0 | 0 |
| 19 | | SELF ESTEEM | 0.09 | 27 | 7 | 26 | 2 | 57 | 0 | 0 | 0 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 60 | 25 | 42 | 10 | | | ERR | ERR |
| 21 | | PARTICIP. | 0.40 | 60 | 31 | 52 | 21 | 0 | | ERR | ERR |
| 22 | | PEER RELAT. | 0.16 | 60 | 30 | 50 | 8 | 0 | | ERR | ERR |
| 23 | | GEN. ATTIT. | 0.03 | 60 | 29 | 48 | 1 | 0 | | ERR | ERR |
| 24 | | SELF ESTEEM | 0.09 | 60 | 32 | 53 | 5 | 0 | | ERR | ERR |
| | SUBSTANCES | STUDENTS STUDIED | | 33 | | | | | | | |
| 25 | | ALC & MJ | 1.00 | 23 | 18 | 78 | 78 | | | ERR | ERR |
| 26 | | HARD | 1.00 | 15 | 11 | 73 | 73 | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | 9 | 5 | 56 | 56 | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 16. | 14. |
| OTHER COGNITIONS | 14. | 33. |
| CLASSROOM BEHAVIORS | 23. | 0.3 |
| PROGRAM BEHAVIORS | 49 | ERR |
| SUBSTANCE USE | 69. | ERR |
| DISTRICT AVERAGE | 29. | 13. |
| DISTRICT WEIGHTED AVERAGE | 12. | 2.7 |

DISTRICT D4B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 83 | 13 | 16 | 5 |
| 2 | | POLICE | 0.28 | 83 | 15 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 83 | 8 | 10 | 1 |
| 4 | | MOTHER | 0.11 | 83 | 8 | 10 | 1 |
| 5 | | FATHER | 0.13 | 83 | 8 | 10 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 83 | 26 | 31 | 5 |
| 7 | | FRIENDS | 0.12 | 83 | 16 | 19 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 83 | 14 | 17 | 7 |
| 9 | | MARIJUANA | 0.39 | 83 | 5 | 6 | 2 |
| 10 | | ALCOHOL | 0.33 | 83 | 13 | 16 | 5 |
| 11 | | CRACK | 0.24 | 83 | 21 | 25 | 6 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 83 | 19 | 23 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 83 | 20 | 24 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 83 | 21 | 25 | 5 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 84 | 5 | 6 | 2 |
| 16 | | PARTICIP. | 0.18 | 84 | 9 | 11 | 2 |
| 17 | | PEER RELAT. | 0.20 | 84 | 6 | 7 | 1 |
| 18 | | GEN. ATTIT. | 0.22 | 84 | 6 | 7 | 2 |
| 19 | | SELF ESTEEM | 0.09 | 84 | 7 | 8 | 1 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 60 | 25 | 42 | 10 |
| 21 | | PARTICIP. | 0.40 | 60 | 31 | 52 | 21 |
| 22 | | PEER RELAT. | 0.16 | 60 | 30 | 50 | 8 |
| 23 | | GEN. ATTIT. | 0.03 | 60 | 29 | 48 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 60 | 32 | 53 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 33 | | | |
| 25 | | ALC & MJ | 1.00 | 23 | 18 | 78 | 78 |
| 26 | | HARD | 1.00 | 15 | 11 | 73 | 73 |
| 27 | | NONUSERS | 1.00 | 9 | 5 | 56 | 56 |

| | | |
|---|---|---|
| ATTITUDES | 16. | |
| OTHER COGNITIONS | 24. | |
| CLASSROOM BEHAVIORS | 7.8 | |
| PROGRAM BEHAVIORS | 49 | |
| SUBSTANCE USE | 69. | |
| DISTRICT AVERAGE | 27. | |
| DISTRICT WEIGHTED AVERAGE | | 11. |

DISTRICT 6A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 153 N | IMP | % | W% | 164 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 35 | 11 | 31 | 11 | 33 | 10 | 30 | 10 |
| 2 | | POLICE | 0.28 | 35 | 8 | 23 | 6 | 33 | 9 | 27 | 8 |
| 3 | FAMILY | SELF EST. | 0.09 | 35 | 10 | 29 | 3 | 33 | 5 | 15 | 1 |
| 4 | | MOTHER | 0.11 | 35 | 12 | 34 | 4 | 33 | 8 | 24 | 3 |
| 5 | | FATHER | 0.13 | 35 | 11 | 31 | 4 | 33 | 4 | 12 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 35 | 24 | 69 | 12 | 33 | 12 | 36 | 6 |
| 7 | | FRIENDS | 0.12 | 35 | 14 | 40 | 5 | 33 | 1 | 3 | 0 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 35 | 11 | 31 | 14 | 33 | 8 | 24 | 10 |
| 9 | | MARIJUANA | 0.39 | 35 | 7 | 20 | 8 | 33 | 9 | 27 | 11 |
| 10 | | ALCOHOL | 0.33 | 35 | 6 | 17 | 6 | 33 | 10 | 30 | 10 |
| 11 | | CRACK | 0.24 | 35 | 11 | 31 | 8 | 33 | 4 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 34 | 12 | 35 | 6 | 33 | 5 | 15 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 34 | 14 | 41 | 9 | 33 | 4 | 12 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 34 | 0 | 0 | 0 | 33 | 0 | 0 | 0 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 43 | 9 | 21 | 5 | 33 | 7 | 21 | 6 |
| 16 | | PARTICIP. | 0.18 | 43 | 10 | 23 | 4 | 33 | 15 | 45 | 8 |
| 17 | | PEER RELAT. | 0.20 | 43 | 9 | 21 | 4 | 33 | 12 | 36 | 7 |
| 18 | | GEN. ATTIT. | 0.22 | 43 | 8 | 19 | 4 | 33 | 14 | 42 | 9 |
| 19 | | SELF ESTEEM | 0.09 | 43 | 10 | 23 | 2 | 33 | 16 | 48 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 41 | 10 | 24 | 6 | 33 | 14 | 42 | 11 |
| 21 | | PARTICIP. | 0.40 | 41 | 16 | 39 | 16 | 33 | 8 | 24 | 10 |
| 22 | | PEER RELAT. | 0.16 | 41 | 17 | 41 | 7 | 33 | 6 | 18 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 41 | 27 | 66 | 2 | 33 | 20 | 61 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 41 | 18 | 44 | 4 | 33 | 18 | 55 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 10 | | | | 3 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | 6 | 1 | 17 | 17 | 1 | 1 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | 4 | 2 | 50 | 50 | 2 | 2 | 100 | 100 |

| | | |
|---|---|---|
| ATTITUDES | 32 | 22 |
| OTHER COGNITIONS | 25 | 9 |
| CLASSROOM BEHAVIORS | 21 | 39 |
| PROGRAM BEHAVIORS | 43 | 40 |
| SUBSTANCE USE | 33 | 100 |
| DISTRICT AVERAGE | 32 | 36 |
| DISTRICT WEIGHTED AVERAGE | 8 | 16 |

DISTRICT 6B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | 153 W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 68 | 21 | 31 | 11 |
| 2 | | POLICE | 0.28 | 68 | 17 | 25 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 68 | 15 | 22 | 2 |
| 4 | | MOTHER | 0.11 | 68 | 20 | 29 | 3 |
| 5 | | FATHER | 0.13 | 68 | 15 | 22 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 68 | 36 | 53 | 9 |
| 7 | | FRIENDS | 0.12 | 68 | 15 | 22 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 68 | 19 | 28 | 12 |
| 9 | | MARIJUANA | 0.39 | 68 | 16 | 24 | 9 |
| 10 | | ALCOHOL | 0.33 | 68 | 16 | 24 | 8 |
| 11 | | CRACK | 0.24 | 68 | 15 | 22 | 5 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 67 | 17 | 25 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 67 | 18 | 27 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 67 | 0 | 0 | 0 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 76 | 16 | 21 | 5 |
| 16 | | PARTICIP. | 0.18 | 76 | 25 | 33 | 6 |
| 17 | | PEER RELAT. | 0.20 | 76 | 21 | 28 | 6 |
| 18 | | GEN. ATTIT. | 0.22 | 76 | 22 | 29 | 6 |
| 19 | | SELF ESTEEM | 0.09 | 76 | 26 | 34 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 74 | 24 | 32 | 8 |
| 21 | | PARTICIP. | 0.40 | 74 | 24 | 32 | 13 |
| 22 | | PEER RELAT. | 0.16 | 74 | 23 | 31 | 5 |
| 23 | | GEN. ATTIT. | 0.03 | 74 | 47 | 64 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 74 | 36 | 49 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 13 | | | |
| 25 | | ALC & MJ | 1.00 | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | 7 | 2 | 29 | 29 |
| 27 | | NONUSERS | 1.00 | 6 | 4 | 67 | 67 |

| | | |
|---|---|---|
| ATTITUDES | 27 | |
| OTHER COGNITIONS | 17 | |
| CLASSROOM BEHAVIORS | 29 | |
| PROGRAM BEHAVIORS | 42 | |
| SUBSTANCE USE | 65 | |
| DISTRICT AVERAGE | 33 | |
| DISTRICT WEIGHTED AVERAGE | | 12 |

DISTRICT 7

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | 161 W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 23 | 0 | 0 | 0 |
| 2 | | POLICE | 0.28 | 23 | 4 | 17 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 23 | 2 | 9 | 1 |
| 4 | | MOTHER | 0.11 | 23 | 3 | 13 | 1 |
| 5 | | FATHER | 0.13 | 23 | 5 | 22 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 23 | 10 | 43 | 7 |
| 7 | | FRIENDS | 0.12 | 23 | 5 | 22 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 23 | 4 | 17 | 7 |
| 9 | | MARIJUANA | 0.39 | 23 | 5 | 22 | 8 |
| 10 | | ALCOHOL | 0.33 | 23 | 5 | 22 | 7 |
| 11 | | CRACK | 0.24 | 23 | 5 | 22 | 5 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 23 | 8 | 35 | 6 |
| 13 | FAMILY | INDEX | 0.21 | 23 | 8 | 35 | 7 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 23 | 6 | 26 | 5 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 9 | 1 | 11 | 3 |
| 16 | | PARTICIP. | 0.18 | 9 | 5 | 56 | 10 |
| 17 | | PEER RELAT. | 0.20 | 9 | 4 | 44 | 9 |
| 18 | | GEN. ATTIT. | 0.22 | 9 | 5 | 56 | 12 |
| 19 | | SELF ESTEEM | 0.09 | 9 | 5 | 56 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 25 | 22 | 88 | 22 |
| 21 | | PARTICIP. | 0.40 | 25 | 15 | 60 | 24 |
| 22 | | PEER RELAT. | 0.16 | 25 | 16 | 64 | 10 |
| 23 | | GEN. ATTIT. | 0.03 | 25 | 14 | 56 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 25 | 22 | 88 | 8 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 19 | |
| OTHER COGNITIONS | 32 | |
| CLASSROOM BEHAVIORS | 44 | |
| PROGRAM BEHAVIORS | 71 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 41 | |
| DISTRICT WEIGHTED AVERAGE | | 15 |

* NYC AVERAGES USED

DISTRICT 9A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 82 N | IMP | % | W% | 35 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | | | ERR | ERR | 34 | 7 | 21 | 7 |
| 2 | | POLICE | 0.28 | 0 | | ERR | ERR | 34 | 8 | 24 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 0 | | ERR | ERR | 34 | 5 | 15 | 1 |
| 4 | | MOTHER | 0.11 | 0 | | ERR | ERR | 34 | 6 | 18 | 2 |
| 5 | | FATHER | 0.13 | 0 | | ERR | ERR | 34 | 7 | 21 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 0 | | ERR | ERR | 34 | 11 | 32 | 6 |
| 7 | | FRIENDS | 0.12 | 0 | | ERR | ERR | 34 | 5 | 15 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 0 | | ERR | ERR | 34 | 7 | 21 | 9 |
| 9 | | MARIJUANA | 0.39 | 0 | | ERR | ERR | 34 | 2 | 6 | 2 |
| 10 | | ALCOHOL | 0.33 | 0 | | ERR | ERR | 34 | 8 | 24 | 8 |
| 11 | | CRACK | 0.24 | 0 | | ERR | ERR | 34 | 6 | 18 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | | | ERR | ERR | 34 | 11 | 32 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 0 | | ERR | ERR | 34 | 8 | 24 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 0 | | ERR | ERR | 34 | 10 | 29 | 6 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 31 | 6 | 19 | 5 | | | ERR | ERR |
| 16 | | PARTICIP. | 0.18 | 31 | 8 | 26 | 5 | 0 | | ERR | ERR |
| 17 | | PEER RELAT. | 0.20 | 31 | 6 | 19 | 4 | 0 | | ERR | ERR |
| 18 | | GEN. ATTIT. | 0.22 | 31 | 5 | 16 | 4 | 0 | | ERR | ERR |
| 19 | | SELF ESTEEM | 0.09 | 31 | 8 | 26 | 2 | 0 | | ERR | ERR |
| 20 | PROGRAM | DISCIPLINE | 0.25 | | | ERR | ERR | | | ERR | ERR |
| 21 | | PARTICIP. | 0.40 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 22 | | PEER RELAT. | 0.16 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 23 | | GEN. ATTIT. | 0.03 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 24 | | SELF ESTEEM | 0.09 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |
| | ATTITUDES | | | | | ERR | | | | 19 | |
| | OTHER COGNITIONS | | | | | ERR | | | | 28 | |
| | CLASSROOM BEHAVIORS | | | | | 21 | | | | ERR | |
| | PROGRAM BEHAVIORS | | | | | ERR | | | | ERR | |
| | SUBSTANCE USE | | | | | ERR | | | | ERR | |
| | DISTRICT AVERAGE | | | | | 21 | | | | 21 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 4 | | | | 5 |

DISTRICT 9B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 34 | 7 | 21 | 7 |
| 2 | | POLICE | 0.28 | 34 | 8 | 24 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 34 | 5 | 15 | 1 |
| 4 | | MOTHER | 0.11 | 34 | 6 | 18 | 2 |
| 5 | | FATHER | 0.13 | 34 | 7 | 21 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 34 | 11 | 32 | 6 |
| 7 | | FRIENDS | 0.12 | 34 | 5 | 15 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 34 | 7 | 21 | 9 |
| 9 | | MARIJUANA | 0.39 | 34 | 2 | 6 | 2 |
| 10 | | ALCOHOL | 0.33 | 34 | 8 | 24 | 8 |
| 11 | | CRACK | 0.24 | 34 | 6 | 18 | 4 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 34 | 11 | 32 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 34 | 8 | 24 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 34 | 10 | 29 | 6 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 31 | 6 | 19 | 5 |
| 16 | | PARTICIP. | 0.18 | 31 | 8 | 26 | 5 |
| 17 | | PEER RELAT. | 0.20 | 31 | 6 | 19 | 4 |
| 18 | | GEN. ATTIT. | 0.22 | 31 | 5 | 16 | 4 |
| 19 | | SELF ESTEEM | 0.09 | 31 | 8 | 26 | 2 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 1561 | 690 | 44 | 11 |
| 21 | | PARTICIP. | 0.40 | 1561 | 695 | 45 | 18 |
| 22 | | PEER RELAT. | 0.16 | 1561 | 707 | 45 | 7 |
| 23 | | GEN. ATTIT. | 0.03 | 1561 | 792 | 51 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 1561 | 911 | 58 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 19 | |
| OTHER COGNITIONS | 28 | |
| CLASSROOM BEHAVIORS | 21 | |
| PROGRAM BEHAVIORS * | 49 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 32 | |
| DISTRICT WEIGHTED AVERAGE | | 13 |

* NYC AVERAGES USED

DISTRICT 10A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 7 N | 7 IMP | 7 % | 7 W% | 80 N | 80 IMP | 80 % | 80 W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL 0.34 | 42 | 12 | 29 | 10 | 43 | 3 | 7 | 2 |
| 2 | | | POLICE 0.28 | 42 | 14 | 33 | 9 | 43 | 3 | 7 | 2 |
| 3 | | FAMILY | SELF EST. 0.09 | 42 | 6 | 14 | 1 | 43 | 2 | 5 | 0 |
| 4 | | | MOTHER 0.11 | 42 | 2 | 5 | 1 | 43 | 6 | 14 | 2 |
| 5 | | | FATHER 0.13 | 42 | 8 | 19 | 2 | 43 | 6 | 14 | 2 |
| 6 | | SUPPORT GRP | COUNSELOR 0.17 | 42 | 19 | 45 | 8 | 43 | 11 | 26 | 4 |
| 7 | | | FRIENDS 0.12 | 42 | 6 | 14 | 2 | 43 | 6 | 14 | 2 |
| 8 | | SUBSTANCES | DRUGS 0.43 | 42 | 5 | 12 | 5 | 43 | 3 | 7 | 3 |
| 9 | | | MARIJUANA 0.39 | 42 | 9 | 21 | 8 | 43 | 2 | 5 | 2 |
| 10 | | | ALCOHOL 0.33 | 42 | 10 | 24 | 8 | 43 | 6 | 14 | 5 |
| 11 | | | CRACK 0.24 | 42 | 5 | 12 | 3 | 43 | 3 | 7 | 2 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX 0.16 | 42 | 8 | 19 | 3 | 43 | 8 | 19 | 3 |
| 13 | | FAMILY | INDEX 0.21 | 42 | 15 | 36 | 8 | 43 | 15 | 35 | 7 |
| 14 | | SUPPORT GRP | INDEX 0.19 | 42 | 8 | 19 | 4 | 43 | 8 | 19 | 4 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE 0.26 | 23 | 0 | 0 | 0 | | | ERR | ERR |
| 16 | | | PARTICIP. 0.18 | 23 | 0 | 0 | 0 | 0 | | ERR | ERR |
| 17 | | | PEER RELAT. 0.20 | 23 | 0 | 0 | 0 | 0 | | ERR | ERR |
| 18 | | | GEN. ATTIT. 0.22 | 23 | 0 | 0 | 0 | 0 | | ERR | ERR |
| 19 | | | SELF ESTEEM 0.09 | 23 | 0 | 0 | 0 | 0 | | ERR | ERR |
| 20 | | PROGRAM | DISCIPLINE 0.25 | | | ERR | ERR | | | ERR | ERR |
| 21 | | | PARTICIP. 0.40 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 22 | | | PEER RELAT. 0.16 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 23 | | | GEN. ATTIT. 0.03 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 24 | | | SELF ESTEEM 0.09 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | | SUBSTANCES | STUDENTS STUDIED | | | | | | | | |
| 25 | | | ALC & MJ 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | | HARD 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | | NONUSERS 1.00 | | | ERR | ERR | | | ERR | ERR |

| | 7 | 80 |
|---|---|---|
| ATTITUDES | 21 | 11 |
| OTHER COGNITIONS | 25 | 24 |
| CLASSROOM BEHAVIORS | 0 | ERR |
| PROGRAM BEHAVIORS | ERR | ERR |
| SUBSTANCE USE | ERR | ERR |
| DISTRICT AVERAGE | 16 | 14 |
| DISTRICT WEIGHTED AVERAGE | 4 | 3 |

DISTRICT 10B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 85 | 15 | 18 | 6 |
| 2 | | POLICE | 0.28 | 85 | 17 | 20 | 6 |
| 3 | FAMILY | SELF EST. | 0.09 | 85 | 8 | 9 | 1 |
| 4 | | MOTHER | 0.11 | 85 | 8 | 9 | 1 |
| 5 | | FATHER | 0.13 | 85 | 14 | 16 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 85 | 30 | 35 | 6 |
| 7 | | FRIENDS | 0.12 | 85 | 12 | 14 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 85 | 8 | 9 | 4 |
| 9 | | MARIJUANA | 0.39 | 85 | 11 | 13 | 5 |
| 10 | | ALCOHOL | 0.33 | 85 | 16 | 19 | 6 |
| 11 | | CRACK | 0.24 | 85 | 8 | 9 | 2 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 85 | 16 | 19 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 85 | 30 | 35 | 7 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 85 | 16 | 19 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 23 | 0 | 0 | 0 |
| 16 | | PARTICIP. | 0.18 | 23 | 0 | 0 | 0 |
| 17 | | PEER RELAT. | 0.20 | 23 | 0 | 0 | 0 |
| 18 | | GEN. ATTIT. | 0.22 | 23 | 0 | 0 | 0 |
| 19 | | SELF ESTEEM | 0.09 | 23 | 0 | 0 | 0 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 1561 | 690 | 44 | 11 |
| 21 | | PARTICIP. | 0.40 | 1561 | 695 | 45 | 18 |
| 22 | | PEER RELAT. | 0.16 | 1561 | 707 | 45 | 7 |
| 23 | | GEN. ATTIT. | 0.03 | 1561 | 792 | 51 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 1561 | 911 | 58 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 16 | |
| OTHER COGNITIONS | 24 | |
| CLASSROOM BEHAVIORS | 0 | |
| PROGRAM BEHAVIORS * | 49 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 27 | |
| DISTRICT WEIGHTED AVERAGE | | 12 |

* NYC AVERAGES USED

DISTRICT 11A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 16 N | 16 IMP | 16 % | 16 W% | 811 N | 811 IMP | 811 % | 811 W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 52 | 9 | 17 | 6 | 16 | 2 | 13 | 4 |
| 2 | | POLICE | 0.28 | 52 | 7 | 13 | 4 | 16 | 1 | 6 | 2 |
| 3 | FAMILY | SELF EST. | 0.09 | 52 | 7 | 13 | 1 | 16 | 1 | 6 | 1 |
| 4 | | MOTHER | 0.11 | 52 | 6 | 12 | 1 | 16 | 1 | 6 | 1 |
| 5 | | FATHER | 0.13 | 52 | 7 | 13 | 2 | 16 | 4 | 25 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 52 | 21 | 40 | 7 | 16 | 8 | 50 | 9 |
| 7 | | FRIENDS | 0.12 | 52 | 9 | 17 | 2 | 16 | 4 | 25 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 52 | 8 | 15 | 7 | 16 | 2 | 13 | 5 |
| 9 | | MARIJUANA | 0.39 | 52 | 2 | 4 | 2 | 16 | 0 | 0 | 0 |
| 10 | | ALCOHOL | 0.33 | 52 | 10 | 19 | 6 | 16 | 4 | 25 | 8 |
| 11 | | CRACK | 0.24 | 52 | 4 | 8 | 2 | 16 | 3 | 19 | 5 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 52 | 9 | 17 | 3 | 16 | 4 | 25 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 52 | 9 | 17 | 4 | 16 | 2 | 13 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 52 | 10 | 19 | 4 | 16 | 1 | 6 | 1 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 27 | 2 | 7 | 2 | 23 | 7 | 30 | 8 |
| 16 | | PARTICIP. | 0.18 | 27 | 3 | 11 | 2 | 23 | 8 | 35 | 6 |
| 17 | | PEER RELAT. | 0.20 | 27 | 5 | 19 | 4 | 23 | 7 | 30 | 6 |
| 18 | | GEN. ATTIT. | 0.22 | 27 | 7 | 26 | 6 | 23 | 7 | 30 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 27 | 4 | 15 | 1 | 23 | 10 | 43 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | | | ERR | ERR | 23 | 7 | 30 | 8 |
| 21 | | PARTICIP. | 0.40 | 0 | | ERR | ERR | 23 | 5 | 22 | 9 |
| 22 | | PEER RELAT. | 0.16 | 0 | | ERR | ERR | 23 | 4 | 17 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 0 | | ERR | ERR | 23 | 4 | 17 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 0 | | ERR | ERR | 23 | 8 | 35 | 3 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 16 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 8 | 5 | 63 | 63 |
| 26 | | HARD | 1.00 | | | ERR | ERR | 5 | 2 | 40 | 40 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 7 | 4 | 57 | 57 |
| | ATTITUDES | | | | | 16 | | | | 17 | |
| | OTHER COGNITIONS | | | | | 18 | | | | 15 | |
| | CLASSROOM BEHAVIORS | | | | | 16 | | | | 34 | |
| | PROGRAM BEHAVIORS | | | | | ERR | | | | 24 | |
| | SUBSTANCE USE | | | | | ERR | | | | 53 | |
| | DISTRICT AVERAGE | | | | | 16 | | | | 25 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 3 | | | | 10 |

DISTRICT 11B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 68 | 11 | 16 | 6 |
| 2 | | POLICE | 0.28 | 68 | 8 | 12 | 3 |
| 3 | FAMILY | SELF EST. | 0.09 | 68 | 8 | 12 | 1 |
| 4 | | MOTHER | 0.11 | 68 | 7 | 10 | 1 |
| 5 | | FATHER | 0.13 | 68 | 11 | 16 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 68 | 29 | 43 | 7 |
| 7 | | FRIENDS | 0.12 | 68 | 13 | 19 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 68 | 10 | 15 | 6 |
| 9 | | MARIJUANA | 0.39 | 68 | 2 | 3 | 1 |
| 10 | | ALCOHOL | 0.33 | 68 | 14 | 21 | 7 |
| 11 | | CRACK | 0.24 | 68 | 7 | 10 | 2 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 68 | 13 | 19 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 68 | 11 | 16 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 68 | 11 | 16 | 3 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 50 | 9 | 18 | 5 |
| 16 | | PARTICIP. | 0.18 | 50 | 11 | 22 | 4 |
| 17 | | PEER RELAT. | 0.20 | 50 | 12 | 24 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 50 | 14 | 28 | 6 |
| 19 | | SELF ESTEEM | 0.09 | 50 | 14 | 28 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 23 | 7 | 30 | 8 |
| 21 | | PARTICIP. | 0.40 | 23 | 5 | 22 | 9 |
| 22 | | PEER RELAT. | 0.16 | 23 | 4 | 17 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 23 | 4 | 17 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 23 | 8 | 35 | 3 |
| | SUBSTANCES | STUDENTS STUDIED | | 16 | | | |
| 25 | | ALC & MJ | 1.00 | 8 | 5 | 63 | 63 |
| 26 | | HARD | 1.00 | 5 | 2 | 40 | 40 |
| 27 | | NONUSERS | 1.00 | 7 | 4 | 57 | 57 |

| | | |
|---|---|---|
| ATTITUDES | 16 | |
| OTHER COGNITIONS | 17 | |
| CLASSROOM BEHAVIORS | 24 | |
| PROGRAM BEHAVIORS | 24 | |
| SUBSTANCE USE | 53 | |
| DISTRICT AVERAGE | 23 | |
| DISTRICT WEIGHTED AVERAGE | | 9 |

DISTRICT 12A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 116 N | IMP | % | W% | 158 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 21 | 6 | 29 | 10 | 43 | 8 | 19 | 6 |
| 2 | | POLICE | 0.28 | 21 | 0 | 0 | 0 | 43 | 10 | 23 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 21 | 2 | 10 | 1 | 43 | 9 | 21 | 2 |
| 4 | | MOTHER | 0.11 | 21 | 9 | 43 | 5 | 43 | 11 | 26 | 3 |
| 5 | | FATHER | 0.13 | 21 | 10 | 48 | 6 | 43 | 11 | 26 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 21 | 13 | 62 | 11 | 43 | 24 | 56 | 9 |
| 7 | | FRIENDS | 0.12 | 21 | 3 | 14 | 2 | 43 | 14 | 33 | 4 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 21 | 2 | 10 | 4 | 43 | 13 | 30 | 13 |
| 9 | | MARIJUANA | 0.39 | 21 | 2 | 10 | 4 | 43 | 11 | 26 | 10 |
| 10 | | ALCOHOL | 0.33 | 21 | 7 | 33 | 11 | 43 | 16 | 37 | 12 |
| 11 | | CRACK | 0.24 | 21 | 1 | 5 | 1 | 43 | 7 | 16 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 21 | 7 | 33 | 5 | 43 | 14 | 33 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 21 | 8 | 38 | 8 | 43 | 16 | 37 | 8 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 21 | 2 | 10 | 2 | 43 | 16 | 37 | 7 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 22 | 9 | 41 | 11 | 27 | 5 | 19 | 5 |
| 16 | | PARTICIP. | 0.18 | 22 | 17 | 77 | 14 | 27 | 8 | 30 | 5 |
| 17 | | PEER RELAT. | 0.20 | 22 | 13 | 59 | 12 | 27 | 11 | 41 | 8 |
| 18 | | GEN. ATTIT. | 0.22 | 22 | 14 | 64 | 14 | 27 | 13 | 48 | 11 |
| 19 | | SELF ESTEEM | 0.09 | 22 | 19 | 86 | 8 | 27 | 15 | 56 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 24 | 13 | 54 | 14 | 46 | 21 | 46 | 11 |
| 21 | | PARTICIP. | 0.40 | 24 | 16 | 67 | 27 | 46 | 15 | 33 | 13 |
| 22 | | PEER RELAT. | 0.16 | 24 | 15 | 63 | 10 | 46 | 17 | 37 | 6 |
| 23 | | GEN. ATTIT. | 0.03 | 24 | 14 | 58 | 2 | 46 | 25 | 54 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 24 | 16 | 67 | 6 | 46 | 31 | 67 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | 26 | | | | 17 | | | |
| 25 | | ALC & MJ | 1.00 | 11 | 11 | 100 | 100 | 4 | 3 | 75 | 75 |
| 26 | | HARD | 1.00 | 11 | 11 | 100 | 100 | 6 | 6 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | 10 | 10 | 100 | 100 | 9 | 5 | 56 | 56 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | 24 | | | | 28 | |
| | OTHER COGNITIONS | | | | | 27 | | | | 36 | |
| | CLASSROOM BEHAVIORS | | | | | 65 | | | | 39 | |
| | PROGRAM BEHAVIORS | | | | | 62 | | | | 47 | |
| | SUBSTANCE USE | | | | | 100 | | | | 77 | |
| | DISTRICT AVERAGE | | | | | 47 | | | | 40 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 18 | | | | 15 |

DISTRICT 12B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | PARENTS N | PARENTS IMP | PARENTS % | PARENTS W% | ALL N | ALL IMP | ALL % | ALL W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL 0.34 | 30 | 7 | 23 | 8 | 94 | 21 | 22 | 8 |
| 2 | | | POLICE 0.28 | 30 | 3 | 10 | 3 | 94 | 13 | 14 | 4 |
| 3 | | FAMILY | SELF EST. 0.09 | 30 | 8 | 27 | 2 | 94 | 19 | 20 | 2 |
| 4 | | | MOTHER 0.11 | 30 | 1 | 3 | 0 | 94 | 21 | 22 | 2 |
| 5 | | | FATHER 0.13 | 30 | 4 | 13 | 2 | 94 | 25 | 27 | 3 |
| 6 | | SUPPORT GRP | COUNSELOR 0.17 | 30 | 16 | 53 | 9 | 94 | 53 | 56 | 10 |
| 7 | | | FRIENDS 0.12 | 30 | 3 | 10 | 1 | 94 | 20 | 21 | 3 |
| 8 | | SUBSTANCES | DRUGS 0.43 | 30 | 2 | 7 | 3 | 94 | 17 | 18 | 8 |
| 9 | | | MARIJUANA 0.39 | 30 | 6 | 20 | 8 | 94 | 19 | 20 | 8 |
| 10 | | | ALCOHOL 0.33 | 30 | 0 | 0 | 0 | 94 | 23 | 24 | 8 |
| 11 | | | CRACK 0.24 | 30 | 3 | 10 | 2 | 94 | 11 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX 0.16 | 30 | 5 | 17 | 3 | 94 | 26 | 28 | 4 |
| 13 | | FAMILY | INDEX 0.21 | 30 | 4 | 13 | 3 | 94 | 28 | 30 | 6 |
| 14 | | SUPPORT GRP | INDEX 0.19 | 30 | 5 | 17 | 3 | 94 | 23 | 24 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE 0.26 | | | ERR | ERR | 49 | 14 | 29 | 7 |
| 16 | | | PARTICIP. 0.18 | 0 | | ERR | ERR | 49 | 25 | 51 | 9 |
| 17 | | | PEER RELAT. 0.20 | 0 | | ERR | ERR | 49 | 24 | 49 | 10 |
| 18 | | | GEN. ATTIT. 0.22 | 0 | | ERR | ERR | 49 | 27 | 55 | 12 |
| 19 | | | SELF ESTEEM 0.09 | 0 | | ERR | ERR | 49 | 34 | 69 | 6 |
| 20 | | PROGRAM | DISCIPLINE 0.25 | | | ERR | ERR | 70 | 34 | 49 | 12 |
| 21 | | | PARTICIP. 0.40 | 0 | | ERR | ERR | 70 | 31 | 44 | 18 |
| 22 | | | PEER RELAT. 0.16 | 0 | | ERR | ERR | 70 | 32 | 46 | 7 |
| 23 | | | GEN. ATTIT. 0.03 | 0 | | ERR | ERR | 70 | 39 | 56 | 2 |
| 24 | | | SELF ESTEEM 0.09 | 0 | | ERR | ERR | 70 | 47 | 67 | 6 |
| | | SUBSTANCES | STUDENTS STUDIED | | | | | 43 | | | |
| 25 | | | ALC & MJ 1.00 | | | ERR | ERR | 15 | 14 | 93 | 93 |
| 26 | | | HARD 1.00 | | | ERR | ERR | 17 | 17 | 100 | 100 |
| 27 | | | NONUSERS 1.00 | | | ERR | ERR | 19 | 15 | 79 | 79 |
| | ATTITUDES | | | | | 16 | | | | 23 | |
| | OTHER COGNITIONS | | | | | 16 | | | | 27 | |
| | CLASSROOM BEHAVIORS | | | | | ERR | | | | 51 | |
| | PROGRAM BEHAVIORS | | | | | ERR | | | | 52 | |
| | SUBSTANCE USE | | | | | ERR | | | | 91 | |
| | DISTRICT AVERAGE | | | | | 16 | | | | 42 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 3 | | | | 16 |

DISTRICT 13A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 20 N | IMP | % | W% | 258 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 7 | 0 | 0 | 0 | 27 | 2 | 7 | 3 |
| 2 | | POLICE | 0.28 | 7 | 0 | 0 | 0 | 27 | 5 | 19 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 7 | 2 | 29 | 3 | 27 | 2 | 7 | 1 |
| 4 | | MOTHER | 0.11 | 7 | 1 | 14 | 2 | 27 | 7 | 26 | 3 |
| 5 | | FATHER | 0.13 | 7 | 2 | 29 | 4 | 27 | 7 | 26 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 7 | 4 | 57 | 10 | 27 | 9 | 33 | 6 |
| 7 | | FRIENDS | 0.12 | 7 | 2 | 29 | 3 | 27 | 8 | 30 | 4 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 7 | 2 | 29 | 12 | 27 | 6 | 22 | 10 |
| 9 | | MARIJUANA | 0.39 | 7 | 2 | 29 | 11 | 27 | 5 | 19 | 7 |
| 10 | | ALCOHOL | 0.33 | 7 | 1 | 14 | 5 | 27 | 3 | 11 | 4 |
| 11 | | CRACK | 0.24 | 7 | 4 | 57 | 14 | 27 | 4 | 15 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 7 | 1 | 14 | 2 | 19 | 1 | 5 | 1 |
| 13 | FAMILY | INDEX | 0.21 | 7 | 2 | 29 | 6 | 19 | 4 | 21 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 7 | 1 | 14 | 3 | 19 | 4 | 21 | 4 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 7 | 1 | 14 | 4 | 25 | 10 | 40 | 10 |
| 16 | | PARTICIP. | 0.18 | 7 | 4 | 57 | 10 | 25 | 11 | 44 | 8 |
| 17 | | PEER RELAT. | 0.20 | 7 | 2 | 29 | 6 | 25 | 11 | 44 | 9 |
| 18 | | GEN. ATTIT. | 0.22 | 7 | 6 | 86 | 19 | 25 | 10 | 40 | 9 |
| 19 | | SELF ESTEEM | 0.09 | 7 | 4 | 57 | 5 | 25 | 12 | 48 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 8 | 0 | 0 | 0 | 32 | 23 | 72 | 18 |
| 21 | | PARTICIP. | 0.40 | 8 | 0 | 0 | 0 | 32 | 21 | 66 | 26 |
| 22 | | PEER RELAT. | 0.16 | 8 | 0 | 0 | 0 | 32 | 22 | 69 | 11 |
| 23 | | GEN. ATTIT. | 0.03 | 8 | 2 | 25 | 1 | 32 | 28 | 88 | 3 |
| 24 | | SELF ESTEEM | 0.09 | 8 | 0 | 0 | 0 | 32 | 29 | 91 | 8 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 5 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 4 | 3 | 75 | 75 |

| | | |
|---|---|---|
| ATTITUDES | 26 | 20 |
| OTHER COGNITIONS | 19 | 16 |
| CLASSROOM BEHAVIORS | 49 | 43 |
| PROGRAM BEHAVIORS | 5 | 77 |
| SUBSTANCE USE | ERR | 88 |
| DISTRICT AVERAGE | 25 | 40 |
| DISTRICT WEIGHTED AVERAGE | 5 | 13 |

DISTRICT 13B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 34 | 2 | 6 | 2 |
| 2 | | POLICE | 0.28 | 34 | 5 | 15 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 34 | 4 | 12 | 1 |
| 4 | | MOTHER | 0.11 | 34 | 8 | 24 | 3 |
| 5 | | FATHER | 0.13 | 34 | 9 | 26 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 34 | 13 | 38 | 7 |
| 7 | | FRIENDS | 0.12 | 34 | 10 | 29 | 4 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 34 | 8 | 24 | 10 |
| 9 | | MARIJUANA | 0.39 | 34 | 7 | 21 | 8 |
| 10 | | ALCOHOL | 0.33 | 34 | 4 | 12 | 4 |
| 11 | | CRACK | 0.24 | 34 | 8 | 24 | 6 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 26 | 2 | 8 | 1 |
| 13 | FAMILY | INDEX | 0.21 | 26 | 6 | 23 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 26 | 5 | 19 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 32 | 11 | 34 | 9 |
| 16 | | PARTICIP. | 0.18 | 32 | 15 | 47 | 8 |
| 17 | | PEER RELAT. | 0.20 | 32 | 13 | 41 | 8 |
| 18 | | GEN. ATTIT. | 0.22 | 32 | 16 | 50 | 11 |
| 19 | | SELF ESTEEM | 0.09 | 32 | 16 | 50 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 40 | 23 | 58 | 14 |
| 21 | | PARTICIP. | 0.40 | 40 | 21 | 53 | 21 |
| 22 | | PEER RELAT. | 0.16 | 40 | 22 | 55 | 9 |
| 23 | | GEN. ATTIT. | 0.03 | 40 | 30 | 75 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 40 | 29 | 73 | 7 |
| | SUBSTANCES | STUDENTS STUDIED | | 5 | | | |
| 25 | | ALC & MJ | 1.00 | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | 4 | 3 | 75 | 75 |

| | | |
|---|---|---|
| ATTITUDES | 21 | |
| OTHER COGNITIONS | 17 | |
| CLASSROOM BEHAVIORS | 44 | |
| PROGRAM BEHAVIORS | 63 | |
| SUBSTANCE USE | 88 | |
| DISTRICT AVERAGE | 38 | |
| DISTRICT WEIGHTED AVERAGE | | 13 |

DISTRICT 14

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | 318 W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 28 | 2 | 7 | 2 |
| 2 | | POLICE | 0.28 | 28 | 1 | 4 | 1 |
| 3 | FAMILY | SELF EST. | 0.09 | 28 | 3 | 11 | 1 |
| 4 | | MOTHER | 0.11 | 28 | 3 | 11 | 1 |
| 5 | | FATHER | 0.13 | 28 | 4 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 28 | 7 | 25 | 4 |
| 7 | | FRIENDS | 0.12 | 28 | 2 | 7 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 28 | 2 | 7 | 3 |
| 9 | | MARIJUANA | 0.39 | 28 | 1 | 4 | 1 |
| 10 | | ALCOHOL | 0.33 | 28 | 1 | 4 | 1 |
| 11 | | CRACK | 0.24 | 28 | 4 | 14 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 28 | 2 | 7 | 1 |
| 13 | FAMILY | INDEX | 0.21 | 28 | 2 | 7 | 2 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 28 | 1 | 4 | 1 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 26 | 5 | 19 | 5 |
| 16 | | PARTICIP. | 0.18 | 26 | 7 | 27 | 5 |
| 17 | | PEER RELAT. | 0.20 | 26 | 6 | 23 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 26 | 8 | 31 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 26 | 8 | 31 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 29 | 9 | 31 | 8 |
| 21 | | PARTICIP. | 0.40 | 29 | 5 | 17 | 7 |
| 22 | | PEER RELAT. | 0.16 | 29 | 3 | 10 | 2 |
| 23 | | GEN. ATTIT. | 0.03 | 29 | 5 | 17 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 29 | 7 | 24 | 2 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 10 | |
| OTHER COGNITIONS | 6 | |
| CLASSROOM BEHAVIORS | 26 | |
| PROGRAM BEHAVIORS | 20 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 22 | |
| DISTRICT WEIGHTED AVERAGE | | 11 |

* NYC AVERAGES USED

DISTRICT 15A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 293 N | IMP | % | W% | 131 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 31 | 1 | 3 | 1 | 94 | 9 | 10 | 3 |
| 2 | | POLICE | 0.28 | 31 | 5 | 16 | 5 | 94 | 6 | 6 | 2 |
| 3 | FAMILY | SELF EST. | 0.09 | 31 | 3 | 10 | 1 | 94 | 5 | 5 | 0 |
| 4 | | MOTHER | 0.11 | 31 | 3 | 10 | 1 | 94 | 9 | 10 | 1 |
| 5 | | FATHER | 0.13 | 31 | 2 | 6 | 1 | 94 | 13 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 31 | 9 | 29 | 5 | 94 | 25 | 27 | 5 |
| 7 | | FRIENDS | 0.12 | 31 | 2 | 6 | 1 | 94 | 9 | 10 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 31 | 3 | 10 | 4 | 94 | 9 | 10 | 4 |
| 9 | | MARIJUANA | 0.39 | 31 | 3 | 10 | 4 | 94 | 7 | 7 | 3 |
| 10 | | ALCOHOL | 0.33 | 31 | 4 | 13 | 4 | 94 | 9 | 10 | 3 |
| 11 | | CRACK | 0.24 | 31 | 0 | 0 | 0 | 94 | 7 | 7 | 2 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 31 | 0 | 0 | 0 | 93 | 14 | 15 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 31 | 1 | 3 | 1 | 93 | 16 | 17 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 31 | 1 | 3 | 1 | 93 | 16 | 17 | 3 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 22 | 4 | 18 | 5 | 95 | 21 | 22 | 6 |
| 16 | | PARTICIP. | 0.18 | 22 | 9 | 41 | 7 | 95 | 39 | 41 | 7 |
| 17 | | PEER RELAT. | 0.20 | 22 | 3 | 14 | 3 | 95 | 17 | 18 | 4 |
| 18 | | GEN. ATTIT. | 0.22 | 22 | 5 | 23 | 5 | 95 | 30 | 32 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 22 | 8 | 36 | 3 | 95 | 40 | 42 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 35 | 12 | 34 | 9 | | | ERR | ERR |
| 21 | | PARTICIP. | 0.40 | 35 | 13 | 37 | 15 | 0 | | ERR | ERR |
| 22 | | PEER RELAT. | 0.16 | 35 | 14 | 40 | 6 | 0 | | ERR | ERR |
| 23 | | GEN. ATTIT. | 0.03 | 35 | 13 | 37 | 1 | 0 | | ERR | ERR |
| 24 | | SELF ESTEEM | 0.09 | 35 | 16 | 46 | 4 | 0 | | ERR | ERR |
| | SUBSTANCES | STUDENTS STUDIED | | 12 | | | | | | | |
| 25 | | ALC & MJ | 1.00 | 6 | 5 | 83 | 83 | | | ERR | ERR |
| 26 | | HARD | 1.00 | 4 | 3 | 75 | 75 | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | 4 | 1 | 25 | 25 | | | ERR | ERR |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | 10 | | | | 10 | |
| | OTHER COGNITIONS | | | | | 2 | | | | 16 | |
| | CLASSROOM BEHAVIORS | | | | | 26 | | | | 31 | |
| | PROGRAM BEHAVIORS | | | | | 39 | | | | ERR | |
| | SUBSTANCE USE | | | | | 61 | | | | ERR | |
| | DISTRICT AVERAGE | | | | | 23 | | | | 17 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 10 | | | | 3 |

DISTRICT 15B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 125 | 10 | 8 | 3 |
| 2 | | POLICE | 0.28 | 125 | 11 | 9 | 2 |
| 3 | FAMILY | SELF EST. | 0.09 | 125 | 8 | 6 | 1 |
| 4 | | MOTHER | 0.11 | 125 | 12 | 10 | 1 |
| 5 | | FATHER | 0.13 | 125 | 15 | 12 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 125 | 34 | 27 | 5 |
| 7 | | FRIENDS | 0.12 | 125 | 11 | 9 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 125 | 12 | 10 | 4 |
| 9 | | MARIJUANA | 0.39 | 125 | 10 | 8 | 3 |
| 10 | | ALCOHOL | 0.33 | 125 | 13 | 10 | 3 |
| 11 | | CRACK | 0.24 | 125 | 7 | 6 | 1 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 124 | 14 | 11 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 124 | 17 | 14 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 124 | 17 | 14 | 3 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 117 | 25 | 21 | 6 |
| 16 | | PARTICIP. | 0.18 | 117 | 48 | 41 | 7 |
| 17 | | PEER RELAT. | 0.20 | 117 | 20 | 17 | 3 |
| 18 | | GEN. ATTIT. | 0.22 | 117 | 35 | 30 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 117 | 48 | 41 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 35 | 12 | 34 | 9 |
| 21 | | PARTICIP. | 0.40 | 35 | 13 | 37 | 15 |
| 22 | | PEER RELAT. | 0.16 | 35 | 14 | 40 | 6 |
| 23 | | GEN. ATTIT. | 0.03 | 35 | 13 | 37 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 35 | 16 | 46 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 12 | | | |
| 25 | | ALC & MJ | 1.00 | 6 | 5 | 83 | 83 |
| 26 | | HARD | 1.00 | 4 | 3 | 75 | 75 |
| 27 | | NONUSERS | 1.00 | 4 | 1 | 25 | 25 |

| | | |
|---|---|---|
| ATTITUDES | 10 | |
| OTHER COGNITIONS | 13 | |
| CLASSROOM BEHAVIORS | 30 | |
| PROGRAM BEHAVIORS | 39 | |
| SUBSTANCE USE | 61 | |
| DISTRICT AVERAGE | 25 | |
| DISTRICT WEIGHTED AVERAGE | | 10 |

DISTRICT 16A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | 21 W% | N | IMP | % | 35 W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 30 | 14 | 47 | 16 | 11 | 1 | 9 | 3 |
| 2 | | POLICE | 0.28 | 30 | 10 | 33 | 9 | 11 | 2 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 30 | 8 | 27 | 2 | 11 | 2 | 18 | 2 |
| 4 | | MOTHER | 0.11 | 30 | 2 | 7 | 1 | 11 | 2 | 18 | 2 |
| 5 | | FATHER | 0.13 | 30 | 5 | 17 | 2 | 11 | 3 | 27 | 4 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 30 | 12 | 40 | 7 | 11 | 6 | 55 | 9 |
| 7 | | FRIENDS | 0.12 | 30 | 12 | 40 | 5 | 11 | 2 | 18 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 30 | 14 | 47 | 20 | 11 | 1 | 9 | 4 |
| 9 | | MARIJUANA | 0.39 | 30 | 9 | 30 | 12 | 11 | 1 | 9 | 4 |
| 10 | | ALCOHOL | 0.33 | 30 | 7 | 23 | 8 | 11 | 2 | 18 | 6 |
| 11 | | CRACK | 0.24 | 30 | 5 | 17 | 4 | 11 | 1 | 9 | 2 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 30 | 9 | 30 | 5 | 11 | 0 | 0 | 0 |
| 13 | FAMILY | INDEX | 0.21 | 30 | 9 | 30 | 6 | 11 | 2 | 18 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 30 | 11 | 37 | 7 | 11 | 3 | 27 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 27 | 8 | 30 | 8 | 13 | 4 | 31 | 8 |
| 16 | | PARTICIP. | 0.18 | 27 | 9 | 33 | 6 | 13 | 6 | 46 | 8 |
| 17 | | PEER RELAT. | 0.20 | 27 | 8 | 30 | 6 | 13 | 8 | 62 | 12 |
| 18 | | GEN. ATTIT. | 0.22 | 27 | 6 | 22 | 5 | 13 | 6 | 46 | 10 |
| 19 | | SELF ESTEEM | 0.09 | 27 | 11 | 41 | 4 | 13 | 8 | 62 | 6 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 31 | 15 | 48 | 12 | 22 | 10 | 45 | 11 |
| 21 | | PARTICIP. | 0.40 | 31 | 16 | 52 | 21 | 22 | 8 | 36 | 15 |
| 22 | | PEER RELAT. | 0.16 | 31 | 17 | 55 | 9 | 22 | 9 | 41 | 7 |
| 23 | | GEN. ATTIT. | 0.03 | 31 | 17 | 55 | 2 | 22 | 12 | 55 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 31 | 21 | 68 | 6 | 22 | 14 | 64 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 30 | 19 |
| OTHER COGNITIONS | 32 | 15 |
| CLASSROOM BEHAVIORS | 31 | 49 |
| PROGRAM BEHAVIORS | 55 | 48 |
| SUBSTANCE USE | ERR | ERR |
| DISTRICT AVERAGE | 36 | 31 |
| DISTRICT WEIGHTED AVERAGE | 8 | 6 |

DISTRICT 16B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 41 | 15 | 37 | 12 |
| 2 | | POLICE | 0.28 | 41 | 12 | 29 | 8 |
| 3 | FAMILY | SELF EST. | 0.09 | 41 | 10 | 24 | 2 |
| 4 | | MOTHER | 0.11 | 41 | 4 | 10 | 1 |
| 5 | | FATHER | 0.13 | 41 | 8 | 20 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 41 | 18 | 44 | 7 |
| 7 | | FRIENDS | 0.12 | 41 | 14 | 34 | 4 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 41 | 15 | 37 | 16 |
| 9 | | MARIJUANA | 0.39 | 41 | 10 | 24 | 10 |
| 10 | | ALCOHOL | 0.33 | 41 | 9 | 22 | 7 |
| 11 | | CRACK | 0.24 | 41 | 6 | 15 | 4 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 41 | 9 | 22 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 41 | 11 | 27 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 41 | 14 | 34 | 6 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 40 | 12 | 30 | 8 |
| 16 | | PARTICIP. | 0.18 | 40 | 15 | 38 | 7 |
| 17 | | PEER RELAT. | 0.20 | 40 | 16 | 40 | 8 |
| 18 | | GEN. ATTIT. | 0.22 | 40 | 12 | 30 | 7 |
| 19 | | SELF ESTEEM | 0.09 | 40 | 19 | 48 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 53 | 25 | 47 | 12 |
| 21 | | PARTICIP. | 0.40 | 53 | 24 | 45 | 18 |
| 22 | | PEER RELAT. | 0.16 | 53 | 26 | 49 | 8 |
| 23 | | GEN. ATTIT. | 0.03 | 53 | 29 | 55 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 53 | 35 | 66 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | 658 | | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 27 | |
| OTHER COGNITIONS | 28 | |
| CLASSROOM BEHAVIORS | 37 | |
| PROGRAM BEHAVIORS | 52 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 39 | |
| DISTRICT WEIGHTED AVERAGE | | 15 |

* NYC AVERAGES USED

DISTRICT 17A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 61 | | | | 399 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | N | IMP | % | W% | N | IMP | % | W% |
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 19 | 3 | 16 | 5 | 23 | 2 | 9 | 3 |
| 2 | | POLICE | 0.28 | 19 | 1 | 5 | 1 | 23 | 3 | 13 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 19 | 6 | 32 | 3 | 23 | 5 | 22 | 2 |
| 4 | | MOTHER | 0.11 | 19 | 2 | 11 | 1 | 23 | 3 | 13 | 1 |
| 5 | | FATHER | 0.13 | 19 | 4 | 21 | 3 | 23 | 2 | 9 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 19 | 10 | 53 | 9 | 23 | 4 | 17 | 3 |
| 7 | | FRIENDS | 0.12 | 19 | 3 | 16 | 2 | 23 | 2 | 9 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 19 | 3 | 16 | 7 | 23 | 5 | 22 | 9 |
| 9 | | MARIJUANA | 0.39 | 19 | 4 | 21 | 8 | 23 | 1 | 4 | 2 |
| 10 | | ALCOHOL | 0.33 | 19 | 1 | 5 | 2 | 23 | 1 | 4 | 1 |
| 11 | | CRACK | 0.24 | 19 | 1 | 5 | 1 | 23 | 4 | 17 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 19 | 5 | 26 | 4 | 24 | 6 | 25 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 19 | 4 | 21 | 4 | 24 | 5 | 21 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 19 | 5 | 26 | 5 | 24 | 3 | 13 | 2 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 22 | 0 | 0 | 0 | 25 | 1 | 4 | 1 |
| 16 | | PARTICIP. | 0.18 | 22 | 4 | 18 | 3 | 25 | 1 | 4 | 1 |
| 17 | | PEER RELAT. | 0.20 | 22 | 2 | 9 | 2 | 25 | 2 | 8 | 2 |
| 18 | | GEN. ATTIT. | 0.22 | 22 | 1 | 5 | 1 | 25 | 0 | 0 | 0 |
| 19 | | SELF ESTEEM | 0.09 | 22 | 3 | 14 | 1 | 25 | 3 | 12 | 1 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 11 | 0 | 0 | 0 | 24 | 1 | 4 | 1 |
| 21 | | PARTICIP. | 0.40 | 11 | 0 | 0 | 0 | 24 | 3 | 13 | 5 |
| 22 | | PEER RELAT. | 0.16 | 11 | 0 | 0 | 0 | 24 | 2 | 8 | 1 |
| 23 | | GEN. ATTIT. | 0.03 | 11 | 0 | 0 | 0 | 24 | 1 | 4 | 0 |
| 24 | | SELF ESTEEM | 0.09 | 11 | 1 | 9 | 1 | 24 | 3 | 13 | 1 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 18 | 13 |
| OTHER COGNITIONS | 25 | 19 |
| CLASSROOM BEHAVIORS | 9 | 6 |
| PROGRAM BEHAVIORS | 2 | 8 |
| SUBSTANCE USE | ERR | ERR |
| DISTRICT AVERAGE | 14 | 11 |
| DISTRICT WEIGHTED AVERAGE | 3 | 2 |

DISTRICT 17B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 42 | 5 | 12 | 4 |
| 2 | | POLICE | 0.28 | 42 | 4 | 10 | 3 |
| 3 | FAMILY | SELF EST. | 0.09 | 42 | 11 | 26 | 2 |
| 4 | | MOTHER | 0.11 | 42 | 5 | 12 | 1 |
| 5 | | FATHER | 0.13 | 42 | 6 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 42 | 14 | 33 | 6 |
| 7 | | FRIENDS | 0.12 | 42 | 5 | 12 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 42 | 8 | 19 | 8 |
| 9 | | MARIJUANA | 0.39 | 42 | 5 | 12 | 5 |
| 10 | | ALCOHOL | 0.33 | 42 | 2 | 5 | 2 |
| 11 | | CRACK | 0.24 | 42 | 5 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 43 | 11 | 26 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 43 | 9 | 21 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 43 | 8 | 19 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 47 | 1 | 2 | 1 |
| 16 | | PARTICIP. | 0.18 | 47 | 5 | 11 | 2 |
| 17 | | PEER RELAT. | 0.20 | 47 | 4 | 9 | 2 |
| 18 | | GEN. ATTIT. | 0.22 | 47 | 1 | 2 | 0 |
| 19 | | SELF ESTEEM | 0.09 | 47 | 6 | 13 | 1 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 35 | 1 | 3 | 1 |
| 21 | | PARTICIP. | 0.40 | 35 | 3 | 9 | 3 |
| 22 | | PEER RELAT. | 0.16 | 35 | 2 | 6 | 1 |
| 23 | | GEN. ATTIT. | 0.03 | 35 | 1 | 3 | 0 |
| 24 | | SELF ESTEEM | 0.09 | 35 | 4 | 11 | 1 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 15 | |
| OTHER COGNITIONS | 22 | |
| CLASSROOM BEHAVIORS | 7 | |
| PROGRAM BEHAVIORS | 6 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 19 | |
| DISTRICT WEIGHTED AVERAGE | | 11 |

* NYC AVERAGES USED

DISTRICT 18A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 211 N | IMP | % | W% | 232 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 7 | 0 | 0 | 0 | 22 | 6 | 27 | 9 |
| 2 | | POLICE | 0.28 | 7 | 0 | 0 | 0 | 22 | 4 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 7 | 0 | 0 | 0 | 22 | 5 | 23 | 2 |
| 4 | | MOTHER | 0.11 | 7 | 0 | 0 | 0 | 22 | 4 | 18 | 2 |
| 5 | | FATHER | 0.13 | 7 | 0 | 0 | 0 | 22 | 3 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 7 | 3 | 43 | 7 | 22 | 12 | 55 | 9 |
| 7 | | FRIENDS | 0.12 | 7 | 0 | 0 | 0 | 22 | 5 | 23 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 7 | 2 | 29 | 12 | 22 | 1 | 5 | 2 |
| 9 | | MARIJUANA | 0.39 | 7 | 0 | 0 | 0 | 22 | 2 | 9 | 4 |
| 10 | | ALCOHOL | 0.33 | 7 | 0 | 0 | 0 | 22 | 4 | 18 | 6 |
| 11 | | CRACK | 0.24 | 7 | 1 | 14 | 3 | 22 | 2 | 9 | 2 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 17 | 2 | 12 | 2 | 25 | 4 | 16 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 17 | 2 | 12 | 2 | 25 | 3 | 12 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 17 | 3 | 18 | 3 | 25 | 6 | 24 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 39 | 11 | 28 | 7 | 25 | 8 | 32 | 8 |
| 16 | | PARTICIP. | 0.18 | 39 | 10 | 26 | 5 | 25 | 9 | 36 | 6 |
| 17 | | PEER RELAT. | 0.20 | 39 | 15 | 38 | 8 | 25 | 6 | 24 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 39 | 16 | 41 | 9 | 25 | 6 | 24 | 5 |
| 19 | | SELF ESTEEM | 0.09 | 39 | 14 | 36 | 3 | 25 | 9 | 36 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 39 | 18 | 46 | 12 | 35 | 13 | 37 | 9 |
| 21 | | PARTICIP. | 0.40 | 39 | 14 | 36 | 14 | 35 | 14 | 40 | 16 |
| 22 | | PEER RELAT. | 0.16 | 39 | 20 | 51 | 8 | 35 | 11 | 31 | 5 |
| 23 | | GEN. ATTIT. | 0.03 | 39 | 22 | 56 | 2 | 35 | 12 | 34 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 39 | 24 | 62 | 6 | 35 | 17 | 49 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 8 | | | | 26 | | | |
| 25 | | ALC & MJ | 1.00 | 7 | 3 | 43 | 43 | 12 | 6 | 50 | 50 |
| 26 | | HARD | 1.00 | 3 | 0 | 0 | 0 | 12 | 8 | 67 | 67 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 10 | 6 | 60 | 60 |

| | | |
|---|---|---|
| ATTITUDES | 8 | 20 |
| OTHER COGNITIONS | 14 | 17 |
| CLASSROOM BEHAVIORS | 34 | 30 |
| PROGRAM BEHAVIORS | 50 | 38 |
| SUBSTANCE USE | 21 | 59 |
| DISTRICT AVERAGE | 23 | 29 |
| DISTRICT WEIGHTED AVERAGE | 6 | 11 |

DISTRICT 18B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 29 | 6 | 21 | 7 |
| 2 | | POLICE | 0.28 | 29 | 4 | 14 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 29 | 5 | 17 | 2 |
| 4 | | MOTHER | 0.11 | 29 | 4 | 14 | 2 |
| 5 | | FATHER | 0.13 | 29 | 3 | 10 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 29 | 15 | 52 | 9 |
| 7 | | FRIENDS | 0.12 | 29 | 5 | 17 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 29 | 3 | 10 | 4 |
| 9 | | MARIJUANA | 0.39 | 29 | 2 | 7 | 3 |
| 10 | | ALCOHOL | 0.33 | 29 | 4 | 14 | 5 |
| 11 | | CRACK | 0.24 | 29 | 3 | 10 | 2 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 42 | 6 | 14 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 42 | 5 | 12 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 42 | 9 | 21 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 64 | 19 | 30 | 8 |
| 16 | | PARTICIP. | 0.18 | 64 | 19 | 30 | 5 |
| 17 | | PEER RELAT. | 0.20 | 64 | 21 | 33 | 7 |
| 18 | | GEN. ATTIT. | 0.22 | 64 | 22 | 34 | 8 |
| 19 | | SELF ESTEEM | 0.09 | 64 | 23 | 36 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 74 | 31 | 42 | 10 |
| 21 | | PARTICIP. | 0.40 | 74 | 28 | 38 | 15 |
| 22 | | PEER RELAT. | 0.16 | 74 | 31 | 42 | 7 |
| 23 | | GEN. ATTIT. | 0.03 | 74 | 34 | 46 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 74 | 41 | 55 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 34 | | | |
| 25 | | ALC & MJ | 1.00 | 19 | 9 | 47 | 47 |
| 26 | | HARD | 1.00 | 15 | 8 | 53 | 53 |
| 27 | | NONUSERS | 1.00 | 10 | 6 | 60 | 60 |

| | | |
|---|---|---|
| ATTITUDES | 17 | |
| OTHER COGNITIONS | 16 | |
| CLASSROOM BEHAVIORS | 33 | |
| PROGRAM BEHAVIORS | 45 | |
| SUBSTANCE USE | 54 | |
| DISTRICT AVERAGE | 29 | |
| DISTRICT WEIGHTED AVERAGE | | 10 |

DISTRICT 19A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 158 N | IMP | % | W% | 364 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 40 | 8 | 20 | 7 | 20 | 7 | 35 | 12 |
| 2 | | POLICE | 0.28 | 40 | 6 | 15 | 4 | 20 | 4 | 20 | 6 |
| 3 | FAMILY | SELF EST. | 0.09 | 40 | 10 | 25 | 2 | 20 | 4 | 20 | 2 |
| 4 | | MOTHER | 0.11 | 40 | 10 | 25 | 3 | 20 | 2 | 10 | 1 |
| 5 | | FATHER | 0.13 | 40 | 7 | 18 | 2 | 20 | 5 | 25 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 40 | 14 | 35 | 6 | 20 | 14 | 70 | 12 |
| 7 | | FRIENDS | 0.12 | 40 | 5 | 13 | 2 | 20 | 3 | 15 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 40 | 5 | 13 | 5 | 20 | 3 | 15 | 6 |
| 9 | | MARIJUANA | 0.39 | 40 | 6 | 15 | 6 | 20 | 3 | 15 | 6 |
| 10 | | ALCOHOL | 0.33 | 40 | 9 | 23 | 7 | 20 | 6 | 30 | 10 |
| 11 | | CRACK | 0.24 | 40 | 5 | 13 | 3 | 20 | 0 | 0 | 0 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 40 | 12 | 30 | 5 | 20 | 7 | 35 | 6 |
| 13 | FAMILY | INDEX | 0.21 | 40 | 14 | 35 | 7 | 20 | 4 | 20 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 40 | 10 | 25 | 5 | 20 | 4 | 20 | 4 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 20 | 9 | 45 | 12 | 31 | 13 | 42 | 11 |
| 16 | | PARTICIP. | 0.18 | 20 | 2 | 10 | 2 | 31 | 16 | 52 | 9 |
| 17 | | PEER RELAT. | 0.20 | 20 | 1 | 5 | 1 | 31 | 11 | 35 | 7 |
| 18 | | GEN. ATTIT. | 0.22 | 20 | 2 | 10 | 2 | 31 | 12 | 39 | 9 |
| 19 | | SELF ESTEEM | 0.09 | 20 | 4 | 20 | 2 | 31 | 23 | 74 | 7 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 6 | 1 | 17 | 4 | 26 | 12 | 46 | 12 |
| 21 | | PARTICIP. | 0.40 | 6 | 1 | 17 | 7 | 26 | 14 | 54 | 22 |
| 22 | | PEER RELAT. | 0.16 | 6 | 3 | 50 | 8 | 26 | 7 | 27 | 4 |
| 23 | | GEN. ATTIT. | 0.03 | 6 | 2 | 33 | 1 | 26 | 14 | 54 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 6 | 2 | 33 | 3 | 26 | 17 | 65 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | 32 | | | | 27 | | | |
| 25 | | ALC & MJ | 1.00 | 10 | 5 | 50 | 50 | 9 | 5 | 56 | 56 |
| 26 | | HARD | 1.00 | 22 | 15 | 68 | 68 | 10 | 10 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | 9 | 3 | 33 | 33 | 12 | 6 | 50 | 50 |
| | ATTITUDES | | | | | 19 | | | | 23 | |
| | OTHER COGNITIONS | | | | | 30 | | | | 25 | |
| | CLASSROOM BEHAVIORS | | | | | 18 | | | | 48 | |
| | PROGRAM BEHAVIORS | | | | | 30 | | | | 49 | |
| | SUBSTANCE USE | | | | | 51 | | | | 69 | |
| | DISTRICT AVERAGE | | | | | 26 | | | | 38 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 10 | | | | 14 |

DISTRICT 19B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 60 | 15 | 25 | 9 |
| 2 | | POLICE | 0.28 | 60 | 10 | 17 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 60 | 14 | 23 | 2 |
| 4 | | MOTHER | 0.11 | 60 | 12 | 20 | 2 |
| 5 | | FATHER | 0.13 | 60 | 12 | 20 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 60 | 28 | 47 | 8 |
| 7 | | FRIENDS | 0.12 | 60 | 8 | 13 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 60 | 8 | 13 | 6 |
| 9 | | MARIJUANA | 0.39 | 60 | 9 | 15 | 6 |
| 10 | | ALCOHOL | 0.33 | 60 | 15 | 25 | 8 |
| 11 | | CRACK | 0.24 | 60 | 5 | 8 | 2 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 60 | 19 | 32 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 60 | 18 | 30 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 60 | 14 | 23 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 51 | 22 | 43 | 11 |
| 16 | | PARTICIP. | 0.18 | 51 | 28 | 55 | 10 |
| 17 | | PEER RELAT. | 0.20 | 51 | 12 | 24 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 51 | 14 | 27 | 6 |
| 19 | | SELF ESTEEM | 0.09 | 51 | 27 | 53 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 32 | 13 | 41 | 10 |
| 21 | | PARTICIP. | 0.40 | 32 | 15 | 47 | 19 |
| 22 | | PEER RELAT. | 0.16 | 32 | 10 | 31 | 5 |
| 23 | | GEN. ATTIT. | 0.03 | 32 | 16 | 50 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 32 | 19 | 59 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 59 | | | |
| 25 | | ALC & MJ | 1.00 | 19 | 10 | 53 | 53 |
| 26 | | HARD | 1.00 | 32 | 25 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 21 | 9 | 43 | 43 |

| | | |
|---|---|---|
| ATTITUDES | 21 | |
| OTHER COGNITIONS | 28 | |
| CLASSROOM BEHAVIORS | 40 | |
| PROGRAM BEHAVIORS | 46 | |
| SUBSTANCE USE | 58 | |
| DISTRICT AVERAGE | 34 | |
| DISTRICT WEIGHTED AVERAGE | | 12 |

DISTRICT 20A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 62 N | IMP | % | W% | 105 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 20 | 2 | 10 | 3 | 49 | 12 | 24 | 8 |
| 2 | | POLICE | 0.28 | 20 | 2 | 10 | 3 | 49 | 5 | 10 | 3 |
| 3 | FAMILY | SELF EST. | 0.09 | 20 | 3 | 15 | 1 | 49 | 5 | 10 | 1 |
| 4 | | MOTHER | 0.11 | 20 | 1 | 5 | 1 | 49 | 4 | 8 | 1 |
| 5 | | FATHER | 0.13 | 20 | 4 | 20 | 3 | 49 | 7 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 20 | 4 | 20 | 3 | 49 | 7 | 14 | 2 |
| 7 | | FRIENDS | 0.12 | 20 | 2 | 10 | 1 | 49 | 3 | 6 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 20 | 4 | 20 | 9 | 49 | 13 | 27 | 11 |
| 9 | | MARIJUANA | 0.39 | 20 | 3 | 15 | 6 | 49 | 5 | 10 | 4 |
| 10 | | ALCOHOL | 0.33 | 20 | 3 | 15 | 5 | 49 | 13 | 27 | 9 |
| 11 | | CRACK | 0.24 | 20 | 1 | 5 | 1 | 49 | 2 | 4 | 1 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 20 | 3 | 15 | 2 | 49 | 8 | 16 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 20 | 3 | 15 | 3 | 49 | 10 | 20 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 20 | 2 | 10 | 2 | 49 | 9 | 18 | 3 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 12 | 4 | 33 | 9 | 52 | 8 | 15 | 4 |
| 16 | | PARTICIP. | 0.18 | 12 | 4 | 33 | 6 | 52 | 7 | 13 | 2 |
| 17 | | PEER RELAT. | 0.20 | 12 | 3 | 25 | 5 | 52 | 4 | 8 | 2 |
| 18 | | GEN. ATTIT. | 0.22 | 12 | 4 | 33 | 7 | 52 | 2 | 4 | 1 |
| 19 | | SELF ESTEEM | 0.09 | 12 | 7 | 58 | 5 | 52 | 6 | 12 | 1 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 18 | 8 | 44 | 11 | 11 | 0 | 0 | 0 |
| 21 | | PARTICIP. | 0.40 | 18 | 12 | 67 | 27 | 11 | 0 | 0 | 0 |
| 22 | | PEER RELAT. | 0.16 | 18 | 9 | 50 | 8 | 11 | 0 | 0 | 0 |
| 23 | | GEN. ATTIT. | 0.03 | 18 | 10 | 56 | 2 | 11 | 0 | 0 | 0 |
| 24 | | SELF ESTEEM | 0.09 | 18 | 15 | 83 | 8 | 11 | 0 | 0 | 0 |
| | SUBSTANCES | STUDENTS STUDIED | | 12 | | | | | | | |
| 25 | | ALC & MJ | 1.00 | 2 | 2 | 100 | 100 | | | ERR | ERR |
| 26 | | HARD | 1.00 | 7 | 6 | 86 | 86 | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | 4 | 3 | 75 | 75 | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 13 | 14 |
| OTHER COGNITIONS | 13 | 18 |
| CLASSROOM BEHAVIORS | 37 | 10 |
| PROGRAM BEHAVIORS | 60 | 0 |
| SUBSTANCE USE | 87 | ERR |
| DISTRICT AVERAGE | 34 | 11 |
| DISTRICT WEIGHTED AVERAGE | 14 | 3 |

DISTRICT 20B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 69 | 14 | 20 | 7 |
| 2 | | POLICE | 0.28 | 69 | 7 | 10 | 3 |
| 3 | FAMILY | SELF EST. | 0.09 | 69 | 8 | 12 | 1 |
| 4 | | MOTHER | 0.11 | 69 | 5 | 7 | 1 |
| 5 | | FATHER | 0.13 | 69 | 11 | 16 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 69 | 11 | 16 | 3 |
| 7 | | FRIENDS | 0.12 | 69 | 5 | 7 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 69 | 17 | 25 | 11 |
| 9 | | MARIJUANA | 0.39 | 69 | 8 | 12 | 5 |
| 10 | | ALCOHOL | 0.33 | 69 | 16 | 23 | 8 |
| 11 | | CRACK | 0.24 | 69 | 3 | 4 | 1 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 69 | 11 | 16 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 69 | 13 | 19 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 69 | 11 | 16 | 3 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 64 | 12 | 19 | 5 |
| 16 | | PARTICIP. | 0.18 | 64 | 11 | 17 | 3 |
| 17 | | PEER RELAT. | 0.20 | 64 | 7 | 11 | 2 |
| 18 | | GEN. ATTIT. | 0.22 | 64 | 6 | 9 | 2 |
| 19 | | SELF ESTEEM | 0.09 | 64 | 13 | 20 | 2 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 29 | 8 | 28 | 7 |
| 21 | | PARTICIP. | 0.40 | 29 | 12 | 41 | 17 |
| 22 | | PEER RELAT. | 0.16 | 29 | 9 | 31 | 5 |
| 23 | | GEN. ATTIT. | 0.03 | 29 | 10 | 34 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 29 | 15 | 52 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 12 | | | |
| 25 | | ALC & MJ | 1.00 | 2 | 2 | 100 | 100 |
| 26 | | HARD | 1.00 | 7 | 6 | 86 | 86 |
| 27 | | NONUSERS | 1.00 | 4 | 3 | 75 | 75 |

| | | |
|---|---|---|
| ATTITUDES | 14 | |
| OTHER COGNITIONS | 17 | |
| CLASSROOM BEHAVIORS | 15 | |
| PROGRAM BEHAVIORS | 37 | |
| SUBSTANCE USE | 87 | |
| DISTRICT AVERAGE | 27 | |
| DISTRICT WEIGHTED AVERAGE | | 13 |

DISTRICT 21A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 96 N | IMP | % | W% | 303 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 34 | 7 | 21 | 7 | 17 | 2 | 12 | 4 |
| 2 | | POLICE | 0.28 | 34 | 11 | 32 | 9 | 17 | 1 | 6 | 2 |
| 3 | FAMILY | SELF EST. | 0.09 | 34 | 6 | 18 | 2 | 17 | 4 | 24 | 2 |
| 4 | | MOTHER | 0.11 | 34 | 5 | 15 | 2 | 17 | 3 | 18 | 2 |
| 5 | | FATHER | 0.13 | 34 | 5 | 15 | 2 | 17 | 2 | 12 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 34 | 21 | 62 | 11 | 17 | 9 | 53 | 9 |
| 7 | | FRIENDS | 0.12 | 34 | 6 | 18 | 2 | 17 | 4 | 24 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 34 | 4 | 12 | 5 | 17 | 2 | 12 | 5 |
| 9 | | MARIJUANA | 0.39 | 34 | 2 | 6 | 2 | 17 | 5 | 29 | 11 |
| 10 | | ALCOHOL | 0.33 | 34 | 4 | 12 | 4 | 17 | 4 | 24 | 8 |
| 11 | | CRACK | 0.24 | 34 | 8 | 24 | 6 | 17 | 2 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 34 | 4 | 12 | 2 | 18 | 1 | 6 | 1 |
| 13 | FAMILY | INDEX | 0.21 | 34 | 5 | 15 | 3 | 18 | 7 | 39 | 8 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 34 | 6 | 18 | 3 | 18 | 8 | 44 | 8 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 32 | 8 | 25 | 7 | 15 | 8 | 53 | 14 |
| 16 | | PARTICIP. | 0.18 | 32 | 7 | 22 | 4 | 15 | 9 | 60 | 11 |
| 17 | | PEER RELAT. | 0.20 | 32 | 8 | 25 | 5 | 15 | 11 | 73 | 15 |
| 18 | | GEN. ATTIT. | 0.22 | 32 | 9 | 28 | 6 | 15 | 10 | 67 | 15 |
| 19 | | SELF ESTEEM | 0.09 | 32 | 13 | 41 | 4 | 15 | 12 | 80 | 7 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 30 | 13 | 43 | 11 | 30 | 17 | 57 | 14 |
| 21 | | PARTICIP. | 0.40 | 30 | 13 | 43 | 17 | 30 | 13 | 43 | 17 |
| 22 | | PEER RELAT. | 0.16 | 30 | 12 | 40 | 6 | 30 | 17 | 57 | 9 |
| 23 | | GEN. ATTIT. | 0.03 | 30 | 12 | 40 | 1 | 30 | 16 | 53 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 30 | 20 | 67 | 6 | 30 | 21 | 70 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | 6 | | | | 1 | | | |
| 25 | | ALC & MJ | 1.00 | 4 | 3 | 75 | 75 | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | 5 | 4 | 80 | 80 | 1 | 0 | 0 | 0 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 21 | 20 |
| OTHER COGNITIONS | 15 | 30 |
| CLASSROOM BEHAVIORS | 28 | 67 |
| PROGRAM BEHAVIORS | 47 | 56 |
| SUBSTANCE USE | 78 | 50 |
| DISTRICT AVERAGE | 31 | 39 |
| DISTRICT WEIGHTED AVERAGE | 11 | 11 |

DISTRICT 21B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 51 | 9 | 18 | 6 |
| 2 | | POLICE | 0.28 | 51 | 12 | 24 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 51 | 10 | 20 | 2 |
| 4 | | MOTHER | 0.11 | 51 | 8 | 16 | 2 |
| 5 | | FATHER | 0.13 | 51 | 7 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 51 | 30 | 59 | 10 |
| 7 | | FRIENDS | 0.12 | 51 | 10 | 20 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 51 | 6 | 12 | 5 |
| 9 | | MARIJUANA | 0.39 | 51 | 7 | 14 | 5 |
| 10 | | ALCOHOL | 0.33 | 51 | 8 | 16 | 5 |
| 11 | | CRACK | 0.24 | 51 | 10 | 20 | 5 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 52 | 5 | 10 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 52 | 12 | 23 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 52 | 14 | 27 | 5 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 47 | 16 | 34 | 9 |
| 16 | | PARTICIP. | 0.18 | 47 | 16 | 34 | 6 |
| 17 | | PEER RELAT. | 0.20 | 47 | 19 | 40 | 8 |
| 18 | | GEN. ATTIT. | 0.22 | 47 | 19 | 40 | 9 |
| 19 | | SELF ESTEEM | 0.09 | 47 | 25 | 53 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 60 | 30 | 50 | 13 |
| 21 | | PARTICIP. | 0.40 | 60 | 26 | 43 | 17 |
| 22 | | PEER RELAT. | 0.16 | 60 | 29 | 48 | 8 |
| 23 | | GEN. ATTIT. | 0.03 | 60 | 28 | 47 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 60 | 41 | 68 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | 7 | | | |
| 25 | | ALC & MJ | 1.00 | 5 | 4 | 80 | 80 |
| 26 | | HARD | 1.00 | 6 | 4 | 67 | 67 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 21 | |
| OTHER COGNITIONS | 20 | |
| CLASSROOM BEHAVIORS | 40 | |
| PROGRAM BEHAVIORS | 51 | |
| SUBSTANCE USE | 73 | |
| DISTRICT AVERAGE | 34 | |
| DISTRICT WEIGHTED AVERAGE | | 11 |

DISTRICT 22A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 198 N | IMP | % | W% | 234 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL 0.34 | 21 | 3 | 14 | 5 | 21 | 5 | 24 | 8 |
| 2 | | | POLICE 0.28 | 21 | 5 | 24 | 7 | 21 | 7 | 33 | 9 |
| 3 | | FAMILY | SELF EST. 0.09 | 21 | 6 | 29 | 3 | 21 | 2 | 10 | 1 |
| 4 | | | MOTHER 0.11 | 21 | 3 | 14 | 2 | 21 | 3 | 14 | 2 |
| 5 | | | FATHER 0.13 | 21 | 0 | 0 | 0 | 21 | 3 | 14 | 2 |
| 6 | | SUPPORT GRP | COUNSELOR 0.17 | 21 | 7 | 33 | 6 | 21 | 8 | 38 | 6 |
| 7 | | | FRIENDS 0.12 | 21 | 5 | 24 | 3 | 21 | 3 | 14 | 2 |
| 8 | | SUBSTANCES | DRUGS 0.43 | 21 | 2 | 10 | 4 | 21 | 5 | 24 | 10 |
| 9 | | | MARIJUANA 0.39 | 21 | 2 | 10 | 4 | 21 | 2 | 10 | 4 |
| 10 | | | ALCOHOL 0.33 | 21 | 2 | 10 | 3 | 21 | 4 | 19 | 6 |
| 11 | | | CRACK 0.24 | 21 | 1 | 5 | 1 | 21 | 5 | 24 | 6 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX 0.16 | 20 | 6 | 30 | 5 | 21 | 4 | 19 | 3 |
| 13 | | FAMILY | INDEX 0.21 | 20 | 0 | 0 | 0 | 21 | 3 | 14 | 3 |
| 14 | | SUPPORT GRP | INDEX 0.19 | 20 | 1 | 5 | 1 | 21 | 3 | 14 | 3 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE 0.26 | 16 | 1 | 6 | 2 | 16 | 2 | 13 | 3 |
| 16 | | | PARTICIP. 0.18 | 16 | 2 | 13 | 2 | 16 | 3 | 19 | 3 |
| 17 | | | PEER RELAT. 0.20 | 16 | 3 | 19 | 4 | 16 | 2 | 13 | 3 |
| 18 | | | GEN. ATTIT. 0.22 | 16 | 4 | 25 | 6 | 16 | 2 | 13 | 3 |
| 19 | | | SELF ESTEEM 0.09 | 16 | 4 | 25 | 2 | 16 | 2 | 13 | 1 |
| 20 | | PROGRAM | DISCIPLINE 0.25 | 27 | 22 | 81 | 20 | 12 | 4 | 33 | 8 |
| 21 | | | PARTICIP. 0.40 | 27 | 21 | 78 | 31 | 12 | 4 | 33 | 13 |
| 22 | | | PEER RELAT. 0.16 | 27 | 22 | 81 | 13 | 12 | 6 | 50 | 8 |
| 23 | | | GEN. ATTIT. 0.03 | 27 | 22 | 81 | 2 | 12 | 4 | 33 | 1 |
| 24 | | | SELF ESTEEM 0.09 | 27 | 23 | 85 | 8 | 12 | 6 | 50 | 5 |
| | | SUBSTANCES | STUDENTS STUDIED | | | | | 5 | | | |
| 25 | | | ALC & MJ 1.00 | | | ERR | ERR | 5 | 5 | 100 | 100 |
| 26 | | | HARD 1.00 | | | ERR | ERR | 2 | 2 | 100 | 100 |
| 27 | | | NONUSERS 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 16 | 20 |
| OTHER COGNITIONS | 12 | 16 |
| CLASSROOM BEHAVIORS | 18 | 14 |
| PROGRAM BEHAVIORS | 81 | 40 |
| SUBSTANCE USE | ERR | 100 |
| DISTRICT AVERAGE | 29 | 28 |
| DISTRICT WEIGHTED AVERAGE | 6 | 12 |

DISTRICT 22B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 42 | 8 | 19 | 6 |
| 2 | | POLICE | 0.28 | 42 | 12 | 29 | 8 |
| 3 | FAMILY | SELF EST. | 0.09 | 42 | 8 | 19 | 2 |
| 4 | | MOTHER | 0.11 | 42 | 6 | 14 | 2 |
| 5 | | FATHER | 0.13 | 42 | 3 | 7 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 42 | 15 | 36 | 6 |
| 7 | | FRIENDS | 0.12 | 42 | 8 | 19 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 42 | 7 | 17 | 7 |
| 9 | | MARIJUANA | 0.39 | 42 | 4 | 10 | 4 |
| 10 | | ALCOHOL | 0.33 | 42 | 6 | 14 | 5 |
| 11 | | CRACK | 0.24 | 42 | 6 | 14 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 41 | 10 | 24 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 41 | 3 | 7 | 2 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 41 | 4 | 10 | 2 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 32 | 3 | 9 | 2 |
| 16 | | PARTICIP. | 0.18 | 32 | 5 | 16 | 3 |
| 17 | | PEER RELAT. | 0.20 | 32 | 5 | 16 | 3 |
| 18 | | GEN. ATTIT. | 0.22 | 32 | 6 | 19 | 4 |
| 19 | | SELF ESTEEM | 0.09 | 32 | 6 | 19 | 2 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 39 | 26 | 67 | 17 |
| 21 | | PARTICIP. | 0.40 | 39 | 25 | 64 | 26 |
| 22 | | PEER RELAT. | 0.16 | 39 | 28 | 72 | 11 |
| 23 | | GEN. ATTIT. | 0.03 | 39 | 26 | 67 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 39 | 29 | 74 | 7 |
| | SUBSTANCES | STUDENTS STUDIED | | 5 | | | |
| 25 | | ALC & MJ | 1.00 | 5 | 5 | 100 | 100 |
| 26 | | HARD | 1.00 | 2 | 2 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR |

| | |
|---|---|
| ATTITUDES | 18 |
| OTHER COGNITIONS | 14 |
| CLASSROOM BEHAVIORS | 16 |
| PROGRAM BEHAVIORS | 69 |
| SUBSTANCE USE | 100 |
| DISTRICT AVERAGE | 33 |
| DISTRICT WEIGHTED AVERAGE | 13 |

DISTRICT 23

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 1723 | 329 | 19 | 6 |
| 2 | | POLICE | 0.28 | 1723 | 313 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 1723 | 254 | 15 | 1 |
| 4 | | MOTHER | 0.11 | 1723 | 247 | 14 | 2 |
| 5 | | FATHER | 0.13 | 1723 | 299 | 17 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 1723 | 721 | 42 | 7 |
| 7 | | FRIENDS | 0.12 | 1723 | 290 | 17 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 1723 | 349 | 20 | 9 |
| 9 | | MARIJUANA | 0.39 | 1723 | 226 | 13 | 5 |
| 10 | | ALCOHOL | 0.33 | 1723 | 294 | 17 | 6 |
| 11 | | CRACK | 0.24 | 1723 | 222 | 13 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 1716 | 390 | 23 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 1716 | 361 | 21 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 1716 | 353 | 21 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 10 | 2 | 20 | 5 |
| 16 | | PARTICIP. | 0.18 | 10 | 2 | 20 | 4 |
| 17 | | PEER RELAT. | 0.20 | 10 | 2 | 20 | 4 |
| 18 | | GEN. ATTIT. | 0.22 | 10 | 2 | 20 | 4 |
| 19 | | SELF ESTEEM | 0.09 | 10 | 3 | 30 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 1561 | 690 | 44 | 11 |
| 21 | | PARTICIP. | 0.40 | 1561 | 695 | 45 | 18 |
| 22 | | PEER RELAT. | 0.16 | 1561 | 707 | 45 | 7 |
| 23 | | GEN. ATTIT. | 0.03 | 1561 | 792 | 51 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 1561 | 911 | 58 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 9 | | | |
| 25 | | ALC & MJ | 1.00 | 2 | 2 | 100 | 100 |
| 26 | | HARD | 1.00 | 5 | 3 | 60 | 60 |
| 27 | | NONUSERS | 1.00 | 2 | 1 | 50 | 50 |

| | | |
|---|---|---|
| ATTITUDES * | 19 | |
| OTHER COGNITIONS * | 21 | |
| CLASSROOM BEHAVIORS | 22 | |
| PROGRAM BEHAVIORS * | 49 | |
| SUBSTANCE USE | 70 | |
| DISTRICT AVERAGE | 31 | |
| DISTRICT WEIGHTED AVERAGE | | 12 |

* NYC AVERAGES USED

DISTRICT 24A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 13 N | 13 IMP | 13 % | 13 W% | 14 N | 14 IMP | 14 % | 14 W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL 0.34 | | | ERR | ERR | 8 | 5 | 63 | 21 |
| 2 | | | POLICE 0.28 | 0 | | ERR | ERR | 8 | 2 | 25 | 7 |
| 3 | | FAMILY | SELF EST. 0.09 | 0 | | ERR | ERR | 8 | 3 | 38 | 3 |
| 4 | | | MOTHER 0.11 | 0 | | ERR | ERR | 8 | 2 | 25 | 3 |
| 5 | | | FATHER 0.13 | 0 | | ERR | ERR | 8 | 3 | 38 | 5 |
| 6 | | SUPPORT GRP | COUNSELOR 0.17 | 0 | | ERR | ERR | 8 | 2 | 25 | 4 |
| 7 | | | FRIENDS 0.12 | 0 | | ERR | ERR | 8 | 4 | 50 | 6 |
| 8 | | SUBSTANCES | DRUGS 0.43 | 0 | | ERR | ERR | 8 | 4 | 50 | 22 |
| 9 | | | MARIJUANA 0.39 | 0 | | ERR | ERR | 8 | 3 | 38 | 15 |
| 10 | | | ALCOHOL 0.33 | 0 | | ERR | ERR | 8 | 2 | 25 | 8 |
| 11 | | | CRACK 0.24 | 0 | | ERR | ERR | 8 | 2 | 25 | 6 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX 0.16 | | | ERR | ERR | 8 | 5 | 63 | 10 |
| 13 | | FAMILY | INDEX 0.21 | 0 | | ERR | ERR | 8 | 6 | 75 | 16 |
| 14 | | SUPPORT GRP | INDEX 0.19 | 0 | | ERR | ERR | 8 | 5 | 63 | 12 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE 0.26 | 8 | 1 | 13 | 3 | 11 | 3 | 27 | 7 |
| 16 | | | PARTICIP. 0.18 | 8 | 2 | 25 | 5 | 11 | 1 | 9 | 2 |
| 17 | | | PEER RELAT. 0.20 | 8 | 2 | 25 | 5 | 11 | 1 | 9 | 2 |
| 18 | | | GEN. ATTIT. 0.22 | 8 | 5 | 63 | 14 | 11 | 1 | 9 | 2 |
| 19 | | | SELF ESTEEM 0.09 | 8 | 3 | 38 | 3 | 11 | 3 | 27 | 2 |
| 20 | | PROGRAM | DISCIPLINE 0.25 | 7 | 3 | 43 | 11 | 7 | 7 | 100 | 25 |
| 21 | | | PARTICIP. 0.40 | 7 | 4 | 57 | 23 | 7 | 7 | 100 | 40 |
| 22 | | | PEER RELAT. 0.16 | 7 | 4 | 57 | 9 | 7 | 7 | 100 | 16 |
| 23 | | | GEN. ATTIT. 0.03 | 7 | 5 | 71 | 2 | 7 | 7 | 100 | 3 |
| 24 | | | SELF ESTEEM 0.09 | 7 | 5 | 71 | 6 | 7 | 7 | 100 | 9 |
| | | SUBSTANCES | STUDENTS STUDIED | | | | | | | | |
| 25 | | | ALC & MJ 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | | HARD 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | | NONUSERS 1.00 | | | ERR | ERR | | | ERR | ERR |
| | ATTITUDES | | | | | ERR | | | | 36 | |
| | OTHER COGNITIONS | | | | | ERR | | | | 67 | |
| | CLASSROOM BEHAVIORS | | | | | 33 | | | | 16 | |
| | PROGRAM BEHAVIORS | | | | | 60 | | | | 100 | |
| | SUBSTANCE USE | | | | | ERR | | | | ERR | |
| | DISTRICT AVERAGE | | | | | 46 | | | | 49 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 8 | | | | 10 |

DISTRICT 24B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 61 N | 61 IMP | 61 % | 61 W% | 89 N | 89 IMP | 89 % | 89 W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL | 0.34 | 9 | 0 | 0 | 0 | 6 | 2 | 33 | 11 |
| 2 | | | POLICE | 0.28 | 9 | 1 | 11 | 3 | 6 | 2 | 33 | 9 |
| 3 | | FAMILY | SELF EST. | 0.09 | 9 | 1 | 11 | 1 | 6 | 2 | 33 | 3 |
| 4 | | | MOTHER | 0.11 | 9 | 2 | 22 | 2 | 6 | 0 | 0 | 0 |
| 5 | | | FATHER | 0.13 | 9 | 1 | 11 | 1 | 6 | 1 | 17 | 2 |
| 6 | | SUPPORT GRP | COUNSELOR | 0.17 | 9 | 6 | 67 | 11 | 6 | 3 | 50 | 9 |
| 7 | | | FRIENDS | 0.12 | 9 | 0 | 0 | 0 | 6 | 2 | 33 | 4 |
| 8 | | SUBSTANCES | DRUGS | 0.43 | 9 | 5 | 56 | 24 | 6 | 0 | 0 | 0 |
| 9 | | | MARIJUANA | 0.39 | 9 | 0 | 0 | 0 | 6 | 1 | 17 | 7 |
| 10 | | | ALCOHOL | 0.33 | 9 | 1 | 11 | 4 | 6 | 1 | 17 | 6 |
| 11 | | | CRACK | 0.24 | 9 | 1 | 11 | 3 | 6 | 1 | 17 | 4 |
| | OTH. COGNITIONS | | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX | 0.16 | 9 | 2 | 22 | 4 | 6 | 0 | 0 | 0 |
| 13 | | FAMILY | INDEX | 0.21 | 9 | 1 | 11 | 2 | 6 | 0 | 0 | 0 |
| 14 | | SUPPORT GRP | INDEX | 0.19 | 9 | 2 | 22 | 4 | 6 | 0 | 0 | 0 |
| | BEHAVIORS | | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE | 0.26 | 9 | 6 | 67 | 17 | 5 | 4 | 80 | 21 |
| 16 | | | PARTICIP. | 0.18 | 9 | 7 | 78 | 14 | 5 | 5 | 100 | 18 |
| 17 | | | PEER RELAT. | 0.20 | 9 | 5 | 56 | 11 | 5 | 5 | 100 | 20 |
| 18 | | | GEN. ATTIT. | 0.22 | 9 | 6 | 67 | 15 | 5 | 5 | 100 | 22 |
| 19 | | | SELF ESTEEM | 0.09 | 9 | 7 | 78 | 7 | 5 | 5 | 100 | 9 |
| 20 | | PROGRAM | DISCIPLINE | 0.25 | 8 | 7 | 88 | 22 | 6 | 4 | 67 | 17 |
| 21 | | | PARTICIP. | 0.40 | 8 | 4 | 50 | 20 | 6 | 5 | 83 | 33 |
| 22 | | | PEER RELAT. | 0.16 | 8 | 6 | 75 | 12 | 6 | 3 | 50 | 8 |
| 23 | | | GEN. ATTIT. | 0.03 | 8 | 6 | 75 | 2 | 6 | 5 | 83 | 3 |
| 24 | | | SELF ESTEEM | 0.09 | 8 | 8 | 100 | 9 | 6 | 5 | 83 | 8 |
| | | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | 61 | 89 |
|---|---|---|
| ATTITUDES | 18 | 23 |
| OTHER COGNITIONS | 19 | 0 |
| CLASSROOM BEHAVIORS | 69 | 96 |
| PROGRAM BEHAVIORS | 78 | 73 |
| SUBSTANCE USE | ERR | ERR |
| DISTRICT AVERAGE | 41 | 46 |
| DISTRICT WEIGHTED AVERAGE | 8 | 9 |

DISTRICT 24C

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 93 N | 93 IMP | 93 % | 93 W% | ALL N | ALL IMP | ALL % | ALL W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL 0.34 | 14 | 2 | 14 | 5 | 37 | 9 | 24 | 8 |
| 2 | | | POLICE 0.28 | 14 | 0 | 0 | 0 | 37 | 5 | 14 | 4 |
| 3 | | FAMILY | SELF EST. 0.09 | 14 | 2 | 14 | 1 | 37 | 8 | 22 | 2 |
| 4 | | | MOTHER 0.11 | 14 | 1 | 7 | 1 | 37 | 5 | 14 | 1 |
| 5 | | | FATHER 0.13 | 14 | 3 | 21 | 3 | 37 | 8 | 22 | 3 |
| 6 | | SUPPORT GRP | COUNSELOR 0.17 | 14 | 8 | 57 | 10 | 37 | 19 | 51 | 9 |
| 7 | | | FRIENDS 0.12 | 14 | 2 | 14 | 2 | 37 | 8 | 22 | 3 |
| 8 | | SUBSTANCES | DRUGS 0.43 | 14 | 4 | 29 | 12 | 37 | 13 | 35 | 15 |
| 9 | | | MARIJUANA 0.39 | 14 | 4 | 29 | 11 | 37 | 8 | 22 | 8 |
| 10 | | | ALCOHOL 0.33 | 14 | 2 | 14 | 5 | 37 | 6 | 16 | 5 |
| 11 | | | CRACK 0.24 | 14 | 3 | 21 | 5 | 37 | 7 | 19 | 5 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX 0.16 | 14 | 1 | 7 | 1 | 37 | 8 | 22 | 3 |
| 13 | | FAMILY | INDEX 0.21 | 14 | 5 | 36 | 8 | 37 | 12 | 32 | 7 |
| 14 | | SUPPORT GRP | INDEX 0.19 | 14 | 3 | 21 | 4 | 37 | 10 | 27 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE 0.26 | 30 | 14 | 47 | 12 | 63 | 28 | 44 | 12 |
| 16 | | | PARTICIP. 0.18 | 30 | 14 | 47 | 8 | 63 | 29 | 46 | 8 |
| 17 | | | PEER RELAT. 0.20 | 30 | 11 | 37 | 7 | 63 | 24 | 38 | 8 |
| 18 | | | GEN. ATTIT. 0.22 | 30 | 14 | 47 | 10 | 63 | 31 | 49 | 11 |
| 19 | | | SELF ESTEEM 0.09 | 30 | 21 | 70 | 6 | 63 | 39 | 62 | 6 |
| 20 | | PROGRAM | DISCIPLINE 0.25 | 22 | 14 | 64 | 16 | 50 | 35 | 70 | 18 |
| 21 | | | PARTICIP. 0.40 | 22 | 16 | 73 | 29 | 50 | 36 | 72 | 29 |
| 22 | | | PEER RELAT. 0.16 | 22 | 16 | 73 | 12 | 50 | 36 | 72 | 12 |
| 23 | | | GEN. ATTIT. 0.03 | 22 | 15 | 68 | 2 | 50 | 38 | 76 | 2 |
| 24 | | | SELF ESTEEM 0.09 | 22 | 19 | 86 | 8 | 50 | 44 | 88 | 8 |
| | | SUBSTANCES | STUDENTS STUDIED | 30 | | | | 30 | | | |
| 25 | | | ALC & MJ 1.00 | 14 | 14 | 100 | 100 | 14 | 14 | 100 | 100 |
| 26 | | | HARD 1.00 | 13 | 13 | 100 | 100 | 13 | 13 | 100 | 100 |
| 27 | | | NONUSERS 1.00 | 17 | 14 | 82 | 82 | 17 | 14 | 82 | 82 |

| | 93 | ALL |
|---|---|---|
| ATTITUDES | 20 | 24 |
| OTHER COGNITIONS | 21 | 27 |
| CLASSROOM BEHAVIORS | 49 | 48 |
| PROGRAM BEHAVIORS | 73 | 76 |
| SUBSTANCE USE | 94 | 94 |
| DISTRICT AVERAGE | 44 | 46 |
| DISTRICT WEIGHTED AVERAGE | 17 | 18 |

DISTRICT 25A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 25 N | 25 IMP | 25 % | 25 W% | 120 N | 120 IMP | 120 % | 120 W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | | | ERR | ERR | | | ERR | ERR |
| 2 | | POLICE | 0.28 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 3 | FAMILY | SELF EST. | 0.09 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 4 | | MOTHER | 0.11 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 5 | | FATHER | 0.13 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 7 | | FRIENDS | 0.12 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 8 | SUBSTANCES | DRUGS | 0.43 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 9 | | MARIJUANA | 0.39 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 10 | | ALCOHOL | 0.33 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 11 | | CRACK | 0.24 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | | | ERR | ERR | | | ERR | ERR |
| 13 | FAMILY | INDEX | 0.21 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 14 | SUPPORT GRP | INDEX | 0.19 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 12 | 2 | 17 | 4 | 25 | 0 | 0 | 0 |
| 16 | | PARTICIP. | 0.18 | 12 | 2 | 17 | 3 | 25 | 1 | 4 | 1 |
| 17 | | PEER RELAT. | 0.20 | 12 | 1 | 8 | 2 | 25 | 3 | 12 | 2 |
| 18 | | GEN. ATTIT. | 0.22 | 12 | 1 | 8 | 2 | 25 | 4 | 16 | 4 |
| 19 | | SELF ESTEEM | 0.09 | 12 | 1 | 8 | 1 | 25 | 2 | 8 | 1 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 12 | 3 | 25 | 6 | | | ERR | ERR |
| 21 | | PARTICIP. | 0.40 | 12 | 4 | 33 | 13 | 0 | | ERR | ERR |
| 22 | | PEER RELAT. | 0.16 | 12 | 2 | 17 | 3 | 0 | | ERR | ERR |
| 23 | | GEN. ATTIT. | 0.03 | 12 | 5 | 42 | 1 | 0 | | ERR | ERR |
| 24 | | SELF ESTEEM | 0.09 | 12 | 4 | 33 | 3 | 0 | | ERR | ERR |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 25 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 2 | 1 | 50 | 50 |
| 26 | | HARD | 1.00 | | | ERR | ERR | 14 | 14 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 11 | 9 | 82 | 82 |

| | | | | |
|---|---|---|---|---|
| ATTITUDES | ERR | | ERR | |
| OTHER COGNITIONS | ERR | | ERR | |
| CLASSROOM BEHAVIORS | 12 | | 8 | |
| PROGRAM BEHAVIORS | 30 | | ERR | |
| SUBSTANCE USE | ERR | | 77 | |
| DISTRICT AVERAGE | 21 | | 34 | |
| DISTRICT WEIGHTED AVERAGE | | 4 | | 30 |

DISTRICT 25B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 194 N | IMP | % | W% | 219 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | | | ERR | ERR | | | ERR | ERR |
| 2 | | POLICE | 0.28 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 3 | FAMILY | SELF EST. | 0.09 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 4 | | MOTHER | 0.11 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 5 | | FATHER | 0.13 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 7 | | FRIENDS | 0.12 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 8 | SUBSTANCES | DRUGS | 0.43 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 9 | | MARIJUANA | 0.39 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 10 | | ALCOHOL | 0.33 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 11 | | CRACK | 0.24 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | | | ERR | ERR | | | ERR | ERR |
| 13 | FAMILY | INDEX | 0.21 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 14 | SUPPORT GRP | INDEX | 0.19 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 24 | 5 | 21 | 5 | 10 | 4 | 40 | 10 |
| 16 | | PARTICIP. | 0.18 | 24 | 15 | 63 | 11 | 10 | 3 | 30 | 5 |
| 17 | | PEER RELAT. | 0.20 | 24 | 8 | 33 | 7 | 10 | 1 | 10 | 2 |
| 18 | | GEN. ATTIT. | 0.22 | 24 | 8 | 33 | 7 | 10 | 1 | 10 | 2 |
| 19 | | SELF ESTEEM | 0.09 | 24 | 13 | 54 | 5 | 10 | 4 | 40 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 29 | 23 | 79 | 20 | | | ERR | ERR |
| 21 | | PARTICIP. | 0.40 | 29 | 21 | 72 | 29 | 0 | | ERR | ERR |
| 22 | | PEER RELAT. | 0.16 | 29 | 22 | 76 | 12 | 0 | | ERR | ERR |
| 23 | | GEN. ATTIT. | 0.03 | 29 | 25 | 86 | 3 | 0 | | ERR | ERR |
| 24 | | SELF ESTEEM | 0.09 | 29 | 25 | 86 | 8 | 0 | | ERR | ERR |
| | SUBSTANCES | STUDENTS STUDIED | | 22 | | | | 9 | | | |
| 25 | | ALC & MJ | 1.00 | 5 | 5 | 100 | 100 | 3 | 2 | 67 | 67 |
| 26 | | HARD | 1.00 | 7 | 5 | 71 | 71 | 7 | 6 | 86 | 86 |
| 27 | | NONUSERS | 1.00 | 12 | 11 | 92 | 92 | 2 | 1 | 50 | 50 |

| | 194 | 219 |
|---|---|---|
| ATTITUDES | ERR | ERR |
| OTHER COGNITIONS | ERR | ERR |
| CLASSROOM BEHAVIORS | 41 | 26 |
| PROGRAM BEHAVIORS | 80 | ERR |
| SUBSTANCE USE | 88 | 67 |
| DISTRICT AVERAGE | 67 | 42 |
| DISTRICT WEIGHTED AVERAGE | 28 | 28 |

DISTRICT 25C

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 1723 | 329 | 19 | 6 |
| 2 | | POLICE | 0.28 | 1723 | 313 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 1723 | 254 | 15 | 1 |
| 4 | | MOTHER | 0.11 | 1723 | 247 | 14 | 2 |
| 5 | | FATHER | 0.13 | 1723 | 299 | 17 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 1723 | 721 | 42 | 7 |
| 7 | | FRIENDS | 0.12 | 1723 | 290 | 17 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 1723 | 349 | 20 | 9 |
| 9 | | MARIJUANA | 0.39 | 1723 | 226 | 13 | 5 |
| 10 | | ALCOHOL | 0.33 | 1723 | 294 | 17 | 6 |
| 11 | | CRACK | 0.24 | 1723 | 222 | 13 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 1716 | 390 | 23 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 1716 | 361 | 21 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 1716 | 353 | 21 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 71 | 11 | 15 | 4 |
| 16 | | PARTICIP. | 0.18 | 71 | 21 | 30 | 5 |
| 17 | | PEER RELAT. | 0.20 | 71 | 13 | 18 | 4 |
| 18 | | GEN. ATTIT. | 0.22 | 71 | 14 | 20 | 4 |
| 19 | | SELF ESTEEM | 0.09 | 71 | 20 | 28 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 41 | 26 | 63 | 16 |
| 21 | | PARTICIP. | 0.40 | 41 | 25 | 61 | 24 |
| 22 | | PEER RELAT. | 0.16 | 41 | 24 | 59 | 9 |
| 23 | | GEN. ATTIT. | 0.03 | 41 | 30 | 73 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 41 | 29 | 71 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | 56 | | | |
| 25 | | ALC & MJ | 1.00 | 10 | 8 | 80 | 80 |
| 26 | | HARD | 1.00 | 28 | 26 | 93 | 93 |
| 27 | | NONUSERS | 1.00 | 25 | 21 | 84 | 84 |

| | | |
|---|---|---|
| ATTITUDES * | 19 | |
| OTHER COGNITIONS * | 21 | |
| CLASSROOM BEHAVIORS | 22 | |
| PROGRAM BEHAVIORS | 65 | |
| SUBSTANCE USE | 86 | |
| DISTRICT AVERAGE | 36 | |
| DISTRICT WEIGHTED AVERAGE | | 15 |

* NYC AVERAGES USED

DISTRICT 26A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 158 N | IMP | % | W% | 173 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 24 | 3 | 13 | 4 | 19 | 0 | 0 | 0 |
| 2 | | POLICE | 0.28 | 24 | 7 | 29 | 8 | 19 | 5 | 26 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 24 | 3 | 13 | 1 | 19 | 2 | 11 | 1 |
| 4 | | MOTHER | 0.11 | 24 | 8 | 33 | 4 | 19 | 7 | 37 | 4 |
| 5 | | FATHER | 0.13 | 24 | 5 | 21 | 3 | 19 | 6 | 32 | 4 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 24 | 12 | 50 | 9 | 19 | 6 | 32 | 5 |
| 7 | | FRIENDS | 0.12 | 24 | 3 | 13 | 2 | 19 | 4 | 21 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 24 | 5 | 21 | 9 | 19 | 4 | 21 | 9 |
| 9 | | MARIJUANA | 0.39 | 24 | 3 | 13 | 5 | 19 | 1 | 5 | 2 |
| 10 | | ALCOHOL | 0.33 | 24 | 3 | 13 | 4 | 19 | 5 | 26 | 9 |
| 11 | | CRACK | 0.24 | 24 | 4 | 17 | 4 | 19 | 4 | 21 | 5 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 24 | 4 | 17 | 3 | 19 | 6 | 32 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 24 | 3 | 13 | 3 | 19 | 1 | 5 | 1 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 24 | 5 | 21 | 4 | 19 | 5 | 26 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 46 | 27 | 59 | 15 | 18 | 3 | 17 | 4 |
| 16 | | PARTICIP. | 0.18 | 46 | 27 | 59 | 11 | 18 | 5 | 28 | 5 |
| 17 | | PEER RELAT. | 0.20 | 46 | 25 | 54 | 11 | 18 | 5 | 28 | 6 |
| 18 | | GEN. ATTIT. | 0.22 | 46 | 20 | 43 | 10 | 18 | 4 | 22 | 5 |
| 19 | | SELF ESTEEM | 0.09 | 46 | 29 | 63 | 6 | 18 | 5 | 28 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 41 | 16 | 39 | 10 | 18 | 5 | 28 | 7 |
| 21 | | PARTICIP. | 0.40 | 41 | 16 | 39 | 16 | 18 | 10 | 56 | 22 |
| 22 | | PEER RELAT. | 0.16 | 41 | 19 | 46 | 7 | 18 | 7 | 39 | 6 |
| 23 | | GEN. ATTIT. | 0.03 | 41 | 13 | 32 | 1 | 18 | 9 | 50 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 41 | 19 | 46 | 4 | 18 | 11 | 61 | 6 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | 158 | 173 |
|---|---|---|
| ATTITUDES | 21 | 21 |
| OTHER COGNITIONS | 17 | 21 |
| CLASSROOM BEHAVIORS | 56 | 24 |
| PROGRAM BEHAVIORS | 40 | 47 |
| SUBSTANCE USE | ERR | ERR |
| DISTRICT AVERAGE | 32 | 27 |
| DISTRICT WEIGHTED AVERAGE | 6 | 5 |

DISTRICT 26B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 216 N | 216 IMP | 216 % | 216 W% | ALL N | ALL IMP | ALL % | ALL W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL 0.34 | 20 | 8 | 40 | 14 | 63 | 11 | 17 | 6 |
| 2 | | | POLICE 0.28 | 20 | 8 | 40 | 11 | 63 | 20 | 32 | 9 |
| 3 | | FAMILY | SELF EST. 0.09 | 20 | 6 | 30 | 3 | 63 | 11 | 17 | 2 |
| 4 | | | MOTHER 0.11 | 20 | 6 | 30 | 3 | 63 | 21 | 33 | 4 |
| 5 | | | FATHER 0.13 | 20 | 6 | 30 | 4 | 63 | 17 | 27 | 4 |
| 6 | | SUPPORT GRP | COUNSELOR 0.17 | 20 | 11 | 55 | 9 | 63 | 29 | 46 | 8 |
| 7 | | | FRIENDS 0.12 | 20 | 7 | 35 | 4 | 63 | 14 | 22 | 3 |
| 8 | | SUBSTANCES | DRUGS 0.43 | 20 | 8 | 40 | 17 | 63 | 17 | 27 | 12 |
| 9 | | | MARIJUANA 0.39 | 20 | 6 | 30 | 12 | 63 | 10 | 16 | 6 |
| 10 | | | ALCOHOL 0.33 | 20 | 8 | 40 | 13 | 63 | 16 | 25 | 8 |
| 11 | | | CRACK 0.24 | 20 | 6 | 30 | 7 | 63 | 14 | 22 | 5 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX 0.16 | 20 | 10 | 50 | 8 | 63 | 20 | 32 | 5 |
| 13 | | FAMILY | INDEX 0.21 | 20 | 6 | 30 | 6 | 63 | 10 | 16 | 3 |
| 14 | | SUPPORT GRP | INDEX 0.19 | 20 | 7 | 35 | 7 | 63 | 17 | 27 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE 0.26 | 25 | 20 | 80 | 21 | 89 | 50 | 56 | 15 |
| 16 | | | PARTICIP. 0.18 | 25 | 23 | 92 | 17 | 89 | 55 | 62 | 11 |
| 17 | | | PEER RELAT. 0.20 | 25 | 22 | 88 | 18 | 89 | 52 | 58 | 12 |
| 18 | | | GEN. ATTIT. 0.22 | 25 | 24 | 96 | 21 | 89 | 48 | 54 | 12 |
| 19 | | | SELF ESTEEM 0.09 | 25 | 24 | 96 | 9 | 89 | 58 | 65 | 6 |
| 20 | | PROGRAM | DISCIPLINE 0.25 | 37 | 25 | 68 | 17 | 96 | 46 | 48 | 12 |
| 21 | | | PARTICIP. 0.40 | 37 | 31 | 84 | 34 | 96 | 57 | 59 | 24 |
| 22 | | | PEER RELAT. 0.16 | 37 | 32 | 86 | 14 | 96 | 58 | 60 | 10 |
| 23 | | | GEN. ATTIT. 0.03 | 37 | 32 | 86 | 3 | 96 | 54 | 56 | 2 |
| 24 | | | SELF ESTEEM 0.09 | 37 | 34 | 92 | 8 | 96 | 64 | 67 | 6 |
| | | SUBSTANCES | STUDENTS STUDIED | | | | | 658 | | | |
| 25 | | | ALC & MJ 1.00 | | | ERR | ERR | 310 | 251 | 81 | 81 |
| 26 | | | HARD 1.00 | | | ERR | ERR | 308 | 241 | 78 | 78 |
| 27 | | | NONUSERS 1.00 | | | ERR | ERR | 235 | 159 | 68 | 68 |

| | | | |
|---|---|---|---|
| ATTITUDES | 36 | | 26 |
| OTHER COGNITIONS | 38 | | 25 |
| CLASSROOM BEHAVIORS | 90 | | 59 |
| PROGRAM BEHAVIORS | 83 | | 58 |
| SUBSTANCE USE * | ERR | | 76 |
| DISTRICT AVERAGE | 58 | | 43 |
| DISTRICT WEIGHTED AVERAGE | | 12 | 15 |

DISTRICT 27A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 42 N | IMP | % | W% | 180 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 28 | 7 | 25 | 9 | 40 | 5 | 13 | 4 |
| 2 | | POLICE | 0.28 | 28 | 5 | 18 | 5 | 40 | 7 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 28 | 4 | 14 | 1 | 40 | 5 | 13 | 1 |
| 4 | | MOTHER | 0.11 | 28 | 3 | 11 | 1 | 40 | 5 | 13 | 1 |
| 5 | | FATHER | 0.13 | 28 | 8 | 29 | 4 | 40 | 10 | 25 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 28 | 15 | 54 | 9 | 40 | 11 | 28 | 5 |
| 7 | | FRIENDS | 0.12 | 28 | 4 | 14 | 2 | 40 | 3 | 8 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 28 | 7 | 25 | 11 | 40 | 10 | 25 | 11 |
| 9 | | MARIJUANA | 0.39 | 28 | 4 | 14 | 6 | 40 | 3 | 8 | 3 |
| 10 | | ALCOHOL | 0.33 | 28 | 6 | 21 | 7 | 40 | 9 | 23 | 7 |
| 11 | | CRACK | 0.24 | 28 | 6 | 21 | 5 | 40 | 5 | 13 | 3 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 28 | 6 | 21 | 3 | 39 | 9 | 23 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 28 | 6 | 21 | 5 | 39 | 3 | 8 | 2 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 28 | 12 | 43 | 8 | 39 | 8 | 21 | 4 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 36 | 7 | 19 | 5 | 40 | 12 | 30 | 8 |
| 16 | | PARTICIP. | 0.18 | 36 | 13 | 36 | 7 | 40 | 15 | 38 | 7 |
| 17 | | PEER RELAT. | 0.20 | 36 | 12 | 33 | 7 | 40 | 10 | 25 | 5 |
| 18 | | GEN. ATTIT. | 0.22 | 36 | 14 | 39 | 9 | 40 | 19 | 48 | 10 |
| 19 | | SELF ESTEEM | 0.09 | 36 | 13 | 36 | 3 | 40 | 18 | 45 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 45 | 9 | 20 | 5 | 41 | 27 | 66 | 16 |
| 21 | | PARTICIP. | 0.40 | 45 | 4 | 9 | 4 | 41 | 13 | 32 | 13 |
| 22 | | PEER RELAT. | 0.16 | 45 | 9 | 20 | 3 | 41 | 23 | 56 | 9 |
| 23 | | GEN. ATTIT. | 0.03 | 45 | 15 | 33 | 1 | 41 | 20 | 49 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 45 | 12 | 27 | 2 | 41 | 31 | 76 | 7 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |
| | ATTITUDES | | | | | 22 | | | | 17 | |
| | OTHER COGNITIONS | | | | | 29 | | | | 17 | |
| | CLASSROOM BEHAVIORS | | | | | 33 | | | | 37 | |
| | PROGRAM BEHAVIORS | | | | | 22 | | | | 56 | |
| | SUBSTANCE USE | | | | | ERR | | | | ERR | |
| | DISTRICT AVERAGE | | | | | 25 | | | | 29 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 5 | | | | 6 |

DISTRICT 27B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 68 | 12 | 18 | 6 |
| 2 | | POLICE | 0.28 | 68 | 12 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 68 | 9 | 13 | 1 |
| 4 | | MOTHER | 0.11 | 68 | 8 | 12 | 1 |
| 5 | | FATHER | 0.13 | 68 | 18 | 26 | 3 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 68 | 26 | 38 | 7 |
| 7 | | FRIENDS | 0.12 | 68 | 7 | 10 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 68 | 17 | 25 | 11 |
| 9 | | MARIJUANA | 0.39 | 68 | 7 | 10 | 4 |
| 10 | | ALCOHOL | 0.33 | 68 | 15 | 22 | 7 |
| 11 | | CRACK | 0.24 | 68 | 11 | 16 | 4 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 67 | 15 | 22 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 67 | 9 | 13 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 67 | 20 | 30 | 6 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 76 | 19 | 25 | 7 |
| 16 | | PARTICIP. | 0.18 | 76 | 28 | 37 | 7 |
| 17 | | PEER RELAT. | 0.20 | 76 | 22 | 29 | 6 |
| 18 | | GEN. ATTIT. | 0.22 | 76 | 33 | 43 | 10 |
| 19 | | SELF ESTEEM | 0.09 | 76 | 31 | 41 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 86 | 36 | 42 | 10 |
| 21 | | PARTICIP. | 0.40 | 86 | 17 | 20 | 8 |
| 22 | | PEER RELAT. | 0.16 | 86 | 32 | 37 | 6 |
| 23 | | GEN. ATTIT. | 0.03 | 86 | 35 | 41 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 86 | 43 | 50 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 19 | |
| OTHER COGNITIONS | 22 | |
| CLASSROOM BEHAVIORS | 35 | |
| PROGRAM BEHAVIORS | 38 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 32 | |
| DISTRICT WEIGHTED AVERAGE | | 13 |

* NYC AVERAGES USED

DISTRICT 28A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 157 N | IMP | % | W% | 217 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 31 | 3 | 10 | 3 | 44 | 14 | 32 | 11 |
| 2 | | POLICE | 0.28 | 31 | 1 | 3 | 1 | 44 | 16 | 36 | 10 |
| 3 | FAMILY | SELF EST. | 0.09 | 31 | 7 | 23 | 2 | 44 | 8 | 18 | 2 |
| 4 | | MOTHER | 0.11 | 31 | 4 | 13 | 1 | 44 | 4 | 9 | 1 |
| 5 | | FATHER | 0.13 | 31 | 4 | 13 | 2 | 44 | 6 | 14 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 31 | 9 | 29 | 5 | 44 | 35 | 80 | 14 |
| 7 | | FRIENDS | 0.12 | 31 | 5 | 16 | 2 | 44 | 11 | 25 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 31 | 7 | 23 | 10 | 44 | 15 | 34 | 15 |
| 9 | | MARIJUANA | 0.39 | 31 | 3 | 10 | 4 | 44 | 11 | 25 | 10 |
| 10 | | ALCOHOL | 0.33 | 31 | 7 | 23 | 7 | 44 | 9 | 20 | 7 |
| 11 | | CRACK | 0.24 | 31 | 1 | 3 | 1 | 44 | 12 | 27 | 7 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 31 | 5 | 16 | 3 | 47 | 19 | 40 | 6 |
| 13 | FAMILY | INDEX | 0.21 | 31 | 6 | 19 | 4 | 47 | 12 | 26 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 31 | 1 | 3 | 1 | 47 | 12 | 26 | 5 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 24 | 5 | 21 | 5 | | | ERR | ERR |
| 16 | | PARTICIP. | 0.18 | 24 | 8 | 33 | 6 | 0 | | ERR | ERR |
| 17 | | PEER RELAT. | 0.20 | 24 | 7 | 29 | 6 | 0 | | ERR | ERR |
| 18 | | GEN. ATTIT. | 0.22 | 24 | 6 | 25 | 6 | 0 | | ERR | ERR |
| 19 | | SELF ESTEEM | 0.09 | 24 | 8 | 33 | 3 | 0 | | ERR | ERR |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 42 | 14 | 33 | 8 | 37 | 14 | 38 | 9 |
| 21 | | PARTICIP. | 0.40 | 42 | 10 | 24 | 10 | 37 | 18 | 49 | 19 |
| 22 | | PEER RELAT. | 0.16 | 42 | 13 | 31 | 5 | 37 | 18 | 49 | 8 |
| 23 | | GEN. ATTIT. | 0.03 | 42 | 22 | 52 | 2 | 37 | 18 | 49 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 42 | 20 | 48 | 4 | 37 | 21 | 57 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 10 | | | | 54 | | | |
| 25 | | ALC & MJ | 1.00 | 6 | 2 | 33 | 33 | 21 | 14 | 67 | 67 |
| 26 | | HARD | 1.00 | 3 | 3 | 100 | 100 | 8 | 8 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | 10 | 2 | 20 | 20 | 30 | 18 | 60 | 60 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | 15 | | | | 29 | |
| | OTHER COGNITIONS | | | | | 13 | | | | 30 | |
| | CLASSROOM BEHAVIORS | | | | | 28 | | | | ERR | |
| | PROGRAM BEHAVIORS | | | | | 38 | | | | 48 | |
| | SUBSTANCE USE | | | | | 51 | | | | 76 | |
| | DISTRICT AVERAGE | | | | | 25 | | | | 40 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 9 | | | | 17 |

DISTRICT 28B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 75 | 17 | 23 | 8 |
| 2 | | POLICE | 0.28 | 75 | 17 | 23 | 6 |
| 3 | FAMILY | SELF EST. | 0.09 | 75 | 15 | 20 | 2 |
| 4 | | MOTHER | 0.11 | 75 | 8 | 11 | 1 |
| 5 | | FATHER | 0.13 | 75 | 10 | 13 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 75 | 44 | 59 | 10 |
| 7 | | FRIENDS | 0.12 | 75 | 16 | 21 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 75 | 22 | 29 | 13 |
| 9 | | MARIJUANA | 0.39 | 75 | 14 | 19 | 7 |
| 10 | | ALCOHOL | 0.33 | 75 | 16 | 21 | 7 |
| 11 | | CRACK | 0.24 | 75 | 13 | 17 | 4 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 78 | 24 | 31 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 78 | 18 | 23 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 78 | 13 | 17 | 3 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 24 | 5 | 21 | 5 |
| 16 | | PARTICIP. | 0.18 | 24 | 8 | 33 | 6 |
| 17 | | PEER RELAT. | 0.20 | 24 | 7 | 29 | 6 |
| 18 | | GEN. ATTIT. | 0.22 | 24 | 6 | 25 | 6 |
| 19 | | SELF ESTEEM | 0.09 | 24 | 8 | 33 | 3 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 79 | 28 | 35 | 9 |
| 21 | | PARTICIP. | 0.40 | 79 | 28 | 35 | 14 |
| 22 | | PEER RELAT. | 0.16 | 79 | 31 | 39 | 6 |
| 23 | | GEN. ATTIT. | 0.03 | 79 | 40 | 51 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 79 | 41 | 52 | 5 |
| | SUBSTANCES | STUDENTS STUDIED | | 64 | | | |
| 25 | | ALC & MJ | 1.00 | 27 | 16 | 59 | 59 |
| 26 | | HARD | 1.00 | 11 | 11 | 100 | 100 |
| 27 | | NONUSERS | 1.00 | 40 | 20 | 50 | 50 |

| | | |
|---|---|---|
| ATTITUDES | 23 | |
| OTHER COGNITIONS | 24 | |
| CLASSROOM BEHAVIORS | 28 | |
| PROGRAM BEHAVIORS | 43 | |
| SUBSTANCE USE | 70 | |
| DISTRICT AVERAGE | 33 | |
| DISTRICT WEIGHTED AVERAGE | | 13 |

DISTRICT 29A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 59 N | IMP | % | W% | 136 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 38 | 4 | 11 | 4 | 42 | 12 | 29 | 10 |
| 2 | | POLICE | 0.28 | 38 | 2 | 5 | 1 | 42 | 4 | 10 | 3 |
| 3 | FAMILY | SELF EST. | 0.09 | 38 | 3 | 8 | 1 | 42 | 0 | 0 | 0 |
| 4 | | MOTHER | 0.11 | 38 | 2 | 5 | 1 | 42 | 0 | 0 | 0 |
| 5 | | FATHER | 0.13 | 38 | 7 | 18 | 2 | 42 | 1 | 2 | 0 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 38 | 8 | 21 | 4 | 42 | 24 | 57 | 10 |
| 7 | | FRIENDS | 0.12 | 38 | 7 | 18 | 2 | 42 | 6 | 14 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 38 | 4 | 11 | 5 | 42 | 13 | 31 | 13 |
| 9 | | MARIJUANA | 0.39 | 38 | 3 | 8 | 3 | 42 | 2 | 5 | 2 |
| 10 | | ALCOHOL | 0.33 | 38 | 7 | 18 | 6 | 42 | 0 | 0 | 0 |
| 11 | | CRACK | 0.24 | 38 | 3 | 8 | 2 | 42 | 0 | 0 | 0 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 39 | 6 | 15 | 2 | 42 | 9 | 21 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 39 | 3 | 8 | 2 | 42 | 9 | 21 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 39 | 3 | 8 | 1 | 42 | 7 | 17 | 3 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 42 | 21 | 50 | 13 | 43 | 20 | 47 | 12 |
| 16 | | PARTICIP. | 0.18 | 42 | 16 | 38 | 7 | 43 | 20 | 47 | 8 |
| 17 | | PEER RELAT. | 0.20 | 42 | 16 | 38 | 8 | 43 | 23 | 53 | 11 |
| 18 | | GEN. ATTIT. | 0.22 | 42 | 22 | 52 | 12 | 43 | 19 | 44 | 10 |
| 19 | | SELF ESTEEM | 0.09 | 42 | 27 | 64 | 6 | 43 | 21 | 49 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 15 | 13 | 87 | 22 | 4 | 4 | 100 | 25 |
| 21 | | PARTICIP. | 0.40 | 15 | 10 | 67 | 27 | 4 | 4 | 100 | 40 |
| 22 | | PEER RELAT. | 0.16 | 15 | 4 | 27 | 4 | 4 | 4 | 100 | 16 |
| 23 | | GEN. ATTIT. | 0.03 | 15 | 12 | 80 | 2 | 4 | 4 | 100 | 3 |
| 24 | | SELF ESTEEM | 0.09 | 15 | 14 | 93 | 8 | 4 | 4 | 100 | 9 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 26 | | HARD | 1.00 | | | ERR | ERR | | | ERR | ERR |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | 12 | 13 |
| OTHER COGNITIONS | 10 | 20 |
| CLASSROOM BEHAVIORS | 49 | 48 |
| PROGRAM BEHAVIORS | 71 | 100 |
| SUBSTANCE USE | ERR | ERR |
| DISTRICT AVERAGE | 32 | 39 |
| DISTRICT WEIGHTED AVERAGE | 6 | 8 |

DISTRICT 29B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 80 | 16 | 20 | 7 |
| 2 | | POLICE | 0.28 | 80 | 6 | 8 | 2 |
| 3 | FAMILY | SELF EST. | 0.09 | 80 | 3 | 4 | 0 |
| 4 | | MOTHER | 0.11 | 80 | 2 | 3 | 0 |
| 5 | | FATHER | 0.13 | 80 | 8 | 10 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 80 | 32 | 40 | 7 |
| 7 | | FRIENDS | 0.12 | 80 | 13 | 16 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 80 | 17 | 21 | 9 |
| 9 | | MARIJUANA | 0.39 | 80 | 5 | 6 | 2 |
| 10 | | ALCOHOL | 0.33 | 80 | 7 | 9 | 3 |
| 11 | | CRACK | 0.24 | 80 | 3 | 4 | 1 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 81 | 15 | 19 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 81 | 12 | 15 | 3 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 81 | 10 | 12 | 2 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 85 | 41 | 48 | 13 |
| 16 | | PARTICIP. | 0.18 | 85 | 36 | 42 | 8 |
| 17 | | PEER RELAT. | 0.20 | 85 | 39 | 46 | 9 |
| 18 | | GEN. ATTIT. | 0.22 | 85 | 41 | 48 | 11 |
| 19 | | SELF ESTEEM | 0.09 | 85 | 48 | 56 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 19 | 17 | 89 | 22 |
| 21 | | PARTICIP. | 0.40 | 19 | 14 | 74 | 29 |
| 22 | | PEER RELAT. | 0.16 | 19 | 8 | 42 | 7 |
| 23 | | GEN. ATTIT. | 0.03 | 19 | 16 | 84 | 3 |
| 24 | | SELF ESTEEM | 0.09 | 19 | 18 | 95 | 9 |
| | SUBSTANCES | STUDENTS STUDIED | | 658 | | | |
| 25 | | ALC & MJ | 1.00 | 310 | 251 | 81 | 81 |
| 26 | | HARD | 1.00 | 308 | 241 | 78 | 78 |
| 27 | | NONUSERS | 1.00 | 235 | 159 | 68 | 68 |

| | | |
|---|---|---|
| ATTITUDES | 13 | |
| OTHER COGNITIONS | 15 | |
| CLASSROOM BEHAVIORS | 48 | |
| PROGRAM BEHAVIORS | 77 | |
| SUBSTANCE USE * | 76 | |
| DISTRICT AVERAGE | 38 | |
| DISTRICT WEIGHTED AVERAGE | | 14 |

* NYC AVERAGES USED

DISTRICT 30A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 145 N | IMP | % | W% | 126 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | | | ERR | ERR | 25 | 3 | 12 | 4 |
| 2 | | POLICE | 0.28 | 0 | | ERR | ERR | 25 | 7 | 28 | 8 |
| 3 | FAMILY | SELF EST. | 0.09 | 0 | | ERR | ERR | 25 | 3 | 12 | 1 |
| 4 | | MOTHER | 0.11 | 0 | | ERR | ERR | 25 | 3 | 12 | 1 |
| 5 | | FATHER | 0.13 | 0 | | ERR | ERR | 25 | 3 | 12 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 0 | | ERR | ERR | 25 | 11 | 44 | 7 |
| 7 | | FRIENDS | 0.12 | 0 | | ERR | ERR | 25 | 1 | 4 | 0 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 0 | | ERR | ERR | 25 | 5 | 20 | 9 |
| 9 | | MARIJUANA | 0.39 | 0 | | ERR | ERR | 25 | 4 | 16 | 6 |
| 10 | | ALCOHOL | 0.33 | 0 | | ERR | ERR | 25 | 4 | 16 | 5 |
| 11 | | CRACK | 0.24 | 0 | | ERR | ERR | 25 | 3 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | | | ERR | ERR | 25 | 6 | 24 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 0 | | ERR | ERR | 25 | 7 | 28 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 0 | | ERR | ERR | 25 | 5 | 20 | 4 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 58 | 20 | 34 | 9 | 6 | 4 | 67 | 17 |
| 16 | | PARTICIP. | 0.18 | 58 | 20 | 34 | 6 | 6 | 3 | 50 | 9 |
| 17 | | PEER RELAT. | 0.20 | 58 | 23 | 40 | 8 | 6 | 6 | 100 | 20 |
| 18 | | GEN. ATTIT. | 0.22 | 58 | 19 | 33 | 7 | 6 | 4 | 67 | 15 |
| 19 | | SELF ESTEEM | 0.09 | 58 | 21 | 36 | 3 | 6 | 5 | 83 | 8 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 57 | 2 | 4 | 1 | 11 | 2 | 18 | 5 |
| 21 | | PARTICIP. | 0.40 | 57 | 4 | 7 | 3 | 11 | 5 | 45 | 18 |
| 22 | | PEER RELAT. | 0.16 | 57 | 1 | 2 | 0 | 11 | 2 | 18 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 57 | 6 | 11 | 0 | 11 | 2 | 18 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 57 | 5 | 9 | 1 | 11 | 5 | 45 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 48 | | | | 32 | | | |
| 25 | | ALC & MJ | 1.00 | 19 | 9 | 47 | 47 | 7 | 5 | 71 | 71 |
| 26 | | HARD | 1.00 | 18 | 16 | 89 | 89 | 8 | 7 | 88 | 88 |
| 27 | | NONUSERS | 1.00 | 21 | 12 | 57 | 57 | 20 | 18 | 90 | 90 |

| | | |
|---|---|---|
| ATTITUDES | ERR | 17 |
| OTHER COGNITIONS | ERR | 24 |
| CLASSROOM BEHAVIORS | 36 | 73 |
| PROGRAM BEHAVIORS | 6 | 29 |
| SUBSTANCE USE | 64 | 83 |
| DISTRICT AVERAGE | 31 | 38 |
| DISTRICT WEIGHTED AVERAGE | 18 | 15 |

DISTRICT 30B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 25 | 3 | 12 | 4 |
| 2 | | POLICE | 0.28 | 25 | 7 | 28 | 8 |
| 3 | FAMILY | SELF EST. | 0.09 | 25 | 3 | 12 | 1 |
| 4 | | MOTHER | 0.11 | 25 | 3 | 12 | 1 |
| 5 | | FATHER | 0.13 | 25 | 3 | 12 | 2 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 25 | 11 | 44 | 7 |
| 7 | | FRIENDS | 0.12 | 25 | 1 | 4 | 0 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 25 | 5 | 20 | 9 |
| 9 | | MARIJUANA | 0.39 | 25 | 4 | 16 | 6 |
| 10 | | ALCOHOL | 0.33 | 25 | 4 | 16 | 5 |
| 11 | | CRACK | 0.24 | 25 | 3 | 12 | 3 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 25 | 6 | 24 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 25 | 7 | 28 | 6 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 25 | 5 | 20 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 64 | 24 | 38 | 10 |
| 16 | | PARTICIP. | 0.18 | 64 | 23 | 36 | 6 |
| 17 | | PEER RELAT. | 0.20 | 64 | 29 | 45 | 9 |
| 18 | | GEN. ATTIT. | 0.22 | 64 | 23 | 36 | 8 |
| 19 | | SELF ESTEEM | 0.09 | 64 | 26 | 41 | 4 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 68 | 4 | 6 | 1 |
| 21 | | PARTICIP. | 0.40 | 68 | 9 | 13 | 5 |
| 22 | | PEER RELAT. | 0.16 | 68 | 3 | 4 | 1 |
| 23 | | GEN. ATTIT. | 0.03 | 68 | 8 | 12 | 0 |
| 24 | | SELF ESTEEM | 0.09 | 68 | 10 | 15 | 1 |
| | SUBSTANCES | STUDENTS STUDIED | | 80 | | | |
| 25 | | ALC & MJ | 1.00 | 26 | 14 | 54 | 54 |
| 26 | | HARD | 1.00 | 26 | 23 | 88 | 88 |
| 27 | | NONUSERS | 1.00 | 41 | 30 | 73 | 73 |

| | | |
|---|---|---|
| ATTITUDES | 17 | |
| OTHER COGNITIONS | 24 | |
| CLASSROOM BEHAVIORS | 39 | |
| PROGRAM BEHAVIORS | 10 | |
| SUBSTANCE USE | 72 | |
| DISTRICT AVERAGE | 27 | |
| DISTRICT WEIGHTED AVERAGE | | 12 |

DISTRICT 31A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 2 N | IMP | % | W% | 72 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 38 | 12 | 32 | 11 | 47 | 14 | 30 | 10 |
| 2 | | POLICE | 0.28 | 38 | 8 | 21 | 6 | 47 | 7 | 15 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 38 | 5 | 13 | 1 | 47 | 7 | 15 | 1 |
| 4 | | MOTHER | 0.11 | 38 | 7 | 18 | 2 | 47 | 13 | 28 | 3 |
| 5 | | FATHER | 0.13 | 38 | 10 | 26 | 3 | 47 | 15 | 32 | 4 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 38 | 11 | 29 | 5 | 47 | 17 | 36 | 6 |
| 7 | | FRIENDS | 0.12 | 38 | 7 | 18 | 2 | 47 | 5 | 11 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 38 | 7 | 18 | 8 | 47 | 9 | 19 | 8 |
| 9 | | MARIJUANA | 0.39 | 38 | 4 | 11 | 4 | 47 | 6 | 13 | 5 |
| 10 | | ALCOHOL | 0.33 | 38 | 5 | 13 | 4 | 47 | 13 | 28 | 9 |
| 11 | | CRACK | 0.24 | 38 | 4 | 11 | 3 | 47 | 11 | 23 | 6 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 38 | 11 | 29 | 5 | 47 | 14 | 30 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 38 | 8 | 21 | 4 | 47 | 9 | 19 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 38 | 9 | 24 | 5 | 47 | 9 | 19 | 4 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 53 | 31 | 58 | 15 | 47 | 19 | 40 | 11 |
| 16 | | PARTICIP. | 0.18 | 53 | 31 | 58 | 11 | 47 | 22 | 47 | 8 |
| 17 | | PEER RELAT. | 0.20 | 53 | 28 | 53 | 11 | 47 | 20 | 43 | 9 |
| 18 | | GEN. ATTIT. | 0.22 | 53 | 41 | 77 | 17 | 47 | 24 | 51 | 11 |
| 19 | | SELF ESTEEM | 0.09 | 53 | 39 | 74 | 7 | 47 | 29 | 62 | 6 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 23 | 18 | 78 | 20 | 46 | 30 | 65 | 16 |
| 21 | | PARTICIP. | 0.40 | 23 | 19 | 83 | 33 | 46 | 40 | 87 | 35 |
| 22 | | PEER RELAT. | 0.16 | 23 | 18 | 78 | 13 | 46 | 38 | 83 | 13 |
| 23 | | GEN. ATTIT. | 0.03 | 23 | 20 | 87 | 3 | 46 | 36 | 78 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 23 | 21 | 91 | 8 | 46 | 42 | 91 | 8 |
| | SUBSTANCES | STUDENTS STUDIED | | 12 | | | | 44 | | | |
| 25 | | ALC & MJ | 1.00 | 10 | 8 | 80 | 80 | 34 | 30 | 88 | 88 |
| 26 | | HARD | 1.00 | 2 | 1 | 50 | 50 | 22 | 17 | 77 | 77 |
| 27 | | NONUSERS | 1.00 | 2 | 2 | 100 | 100 | 5 | 3 | 60 | 60 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | 19 | | | | 23 | |
| | OTHER COGNITIONS | | | | | 25 | | | | 23 | |
| | CLASSROOM BEHAVIORS | | | | | 64 | | | | 49 | |
| | PROGRAM BEHAVIORS | | | | | 83 | | | | 81 | |
| | SUBSTANCE USE | | | | | 77 | | | | 75 | |
| | DISTRICT AVERAGE | | | | | 46 | | | | 44 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 16 | | | | 15 |

DISTRICT 31B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 85 | 26 | 31 | 10 |
| 2 | | POLICE | 0.28 | 85 | 15 | 18 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 85 | 12 | 14 | 1 |
| 4 | | MOTHER | 0.11 | 85 | 20 | 24 | 3 |
| 5 | | FATHER | 0.13 | 85 | 25 | 29 | 4 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 85 | 28 | 33 | 6 |
| 7 | | FRIENDS | 0.12 | 85 | 12 | 14 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 85 | 16 | 19 | 8 |
| 9 | | MARIJUANA | 0.39 | 85 | 10 | 12 | 5 |
| 10 | | ALCOHOL | 0.33 | 85 | 18 | 21 | 7 |
| 11 | | CRACK | 0.24 | 85 | 15 | 18 | 4 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 85 | 25 | 29 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 85 | 17 | 20 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 85 | 18 | 21 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 100 | 50 | 50 | 13 |
| 16 | | PARTICIP. | 0.18 | 100 | 53 | 53 | 10 |
| 17 | | PEER RELAT. | 0.20 | 100 | 48 | 48 | 10 |
| 18 | | GEN. ATTIT. | 0.22 | 100 | 65 | 65 | 14 |
| 19 | | SELF ESTEEM | 0.09 | 100 | 68 | 68 | 6 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 69 | 48 | 70 | 17 |
| 21 | | PARTICIP. | 0.40 | 69 | 59 | 86 | 34 |
| 22 | | PEER RELAT. | 0.16 | 69 | 56 | 81 | 13 |
| 23 | | GEN. ATTIT. | 0.03 | 69 | 56 | 81 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 69 | 63 | 91 | 8 |
| | SUBSTANCES | STUDENTS STUDIED | | 56 | | | |
| 25 | | ALC & MJ | 1.00 | 44 | 38 | 86 | 86 |
| 26 | | HARD | 1.00 | 24 | 18 | 75 | 75 |
| 27 | | NONUSERS | 1.00 | 7 | 5 | 71 | 71 |

| | | |
|---|---|---|
| ATTITUDES | 21 | |
| OTHER COGNITIONS | 24 | |
| CLASSROOM BEHAVIORS | 57 | |
| PROGRAM BEHAVIORS | 82 | |
| SUBSTANCE USE | 78 | |
| DISTRICT AVERAGE | 45 | |
| DISTRICT WEIGHTED AVERAGE | | 16 |

DISTRICT 32A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 111 N | IMP | % | W% | 299 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 21 | 3 | 14 | 5 | 12 | 2 | 17 | 6 |
| 2 | | POLICE | 0.28 | 21 | 3 | 14 | 4 | 12 | 2 | 17 | 5 |
| 3 | FAMILY | SELF EST. | 0.09 | 21 | 4 | 19 | 2 | 12 | 0 | 0 | 0 |
| 4 | | MOTHER | 0.11 | 21 | 5 | 24 | 3 | 12 | 0 | 0 | 0 |
| 5 | | FATHER | 0.13 | 21 | 2 | 10 | 1 | 12 | 1 | 8 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 21 | 12 | 57 | 10 | 12 | 4 | 33 | 6 |
| 7 | | FRIENDS | 0.12 | 21 | 4 | 19 | 2 | 12 | 1 | 8 | 1 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 21 | 4 | 19 | 8 | 12 | 4 | 33 | 14 |
| 9 | | MARIJUANA | 0.39 | 21 | 2 | 10 | 4 | 12 | 2 | 17 | 7 |
| 10 | | ALCOHOL | 0.33 | 21 | 5 | 24 | 8 | 12 | 3 | 25 | 8 |
| 11 | | CRACK | 0.24 | 21 | 2 | 10 | 2 | 12 | 0 | 0 | 0 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 22 | 8 | 36 | 6 | 12 | 2 | 17 | 3 |
| 13 | FAMILY | INDEX | 0.21 | 22 | 2 | 9 | 2 | 12 | 1 | 8 | 2 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 22 | 7 | 32 | 6 | 12 | 1 | 8 | 2 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 8 | 3 | 38 | 10 | 20 | 15 | 75 | 20 |
| 16 | | PARTICIP. | 0.18 | 8 | 3 | 38 | 7 | 20 | 11 | 55 | 10 |
| 17 | | PEER RELAT. | 0.20 | 8 | 3 | 38 | 8 | 20 | 12 | 60 | 12 |
| 18 | | GEN. ATTIT. | 0.22 | 8 | 4 | 50 | 11 | 20 | 11 | 55 | 12 |
| 19 | | SELF ESTEEM | 0.09 | 8 | 4 | 50 | 5 | 20 | 14 | 70 | 6 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | | | ERR | ERR | 21 | 6 | 29 | 7 |
| 21 | | PARTICIP. | 0.40 | 0 | | ERR | ERR | 21 | 3 | 14 | 6 |
| 22 | | PEER RELAT. | 0.16 | 0 | | ERR | ERR | 21 | 4 | 19 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 0 | | ERR | ERR | 21 | 9 | 43 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 0 | | ERR | ERR | 21 | 9 | 43 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | | | | | 11 | | | |
| 25 | | ALC & MJ | 1.00 | | | ERR | ERR | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | | | ERR | ERR | 10 | 8 | 80 | 80 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 1 | 0 | 0 | 0 |

| | | |
|---|---|---|
| ATTITUDES | 20 | 14 |
| OTHER COGNITIONS | 26 | 11 |
| CLASSROOM BEHAVIORS | 43 | 63 |
| PROGRAM BEHAVIORS | ERR | 30 |
| SUBSTANCE USE | ERR | 60 |
| DISTRICT AVERAGE | 27 | 31 |
| DISTRICT WEIGHTED AVERAGE | 5 | 12 |

DISTRICT 32B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 33 | 5 | 15 | 5 |
| 2 | | POLICE | 0.28 | 33 | 5 | 15 | 4 |
| 3 | FAMILY | SELF EST. | 0.09 | 33 | 4 | 12 | 1 |
| 4 | | MOTHER | 0.11 | 33 | 5 | 15 | 2 |
| 5 | | FATHER | 0.13 | 33 | 3 | 9 | 1 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 33 | 16 | 48 | 8 |
| 7 | | FRIENDS | 0.12 | 33 | 5 | 15 | 2 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 33 | 8 | 24 | 10 |
| 9 | | MARIJUANA | 0.39 | 33 | 4 | 12 | 5 |
| 10 | | ALCOHOL | 0.33 | 33 | 8 | 24 | 8 |
| 11 | | CRACK | 0.24 | 33 | 2 | 6 | 1 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 34 | 10 | 29 | 5 |
| 13 | FAMILY | INDEX | 0.21 | 34 | 3 | 9 | 2 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 34 | 8 | 24 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 28 | 18 | 64 | 17 |
| 16 | | PARTICIP. | 0.18 | 28 | 14 | 50 | 9 |
| 17 | | PEER RELAT. | 0.20 | 28 | 15 | 54 | 11 |
| 18 | | GEN. ATTIT. | 0.22 | 28 | 15 | 54 | 12 |
| 19 | | SELF ESTEEM | 0.09 | 28 | 18 | 64 | 6 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 21 | 6 | 29 | 7 |
| 21 | | PARTICIP. | 0.40 | 21 | 3 | 14 | 6 |
| 22 | | PEER RELAT. | 0.16 | 21 | 4 | 19 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 21 | 9 | 43 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 21 | 9 | 43 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 11 | | | |
| 25 | | ALC & MJ | 1.00 | 1 | 1 | 100 | 100 |
| 26 | | HARD | 1.00 | 10 | 8 | 80 | 80 |
| 27 | | NONUSERS | 1.00 | 1 | 0 | 0 | 0 |

| | |
|---|---|
| ATTITUDES | 18 |
| OTHER COGNITIONS | 21 |
| CLASSROOM BEHAVIORS | 57 |
| PROGRAM BEHAVIORS | 30 |
| SUBSTANCE USE | 60 |
| DISTRICT AVERAGE | 32 |
| DISTRICT WEIGHTED AVERAGE | 12 |

DISTRICT SPARK A

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 415 N | IMP | % | W% | 445 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | | | ERR | ERR | | | ERR | ERR |
| 2 | | POLICE | 0.28 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 3 | FAMILY | SELF EST. | 0.09 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 4 | | MOTHER | 0.11 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 5 | | FATHER | 0.13 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 7 | | FRIENDS | 0.12 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 8 | SUBSTANCES | DRUGS | 0.43 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 9 | | MARIJUANA | 0.39 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 10 | | ALCOHOL | 0.33 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 11 | | CRACK | 0.24 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | | | ERR | ERR | | | ERR | ERR |
| 13 | FAMILY | INDEX | 0.21 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| 14 | SUPPORT GRP | INDEX | 0.19 | 0 | | ERR | ERR | 0 | | ERR | ERR |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 23 | 10 | 43 | 11 | | | ERR | ERR |
| 16 | | PARTICIP. | 0.18 | 23 | 16 | 70 | 13 | 0 | | ERR | ERR |
| 17 | | PEER RELAT. | 0.20 | 23 | 10 | 43 | 9 | 0 | | ERR | ERR |
| 18 | | GEN. ATTIT. | 0.22 | 23 | 10 | 43 | 10 | 0 | | ERR | ERR |
| 19 | | SELF ESTEEM | 0.09 | 23 | 17 | 74 | 7 | 0 | | ERR | ERR |
| 20 | PROGRAM | DISCIPLINE | 0.25 | | | ERR | ERR | 30 | 28 | 93 | 23 |
| 21 | | PARTICIP. | 0.40 | 0 | | ERR | ERR | 30 | 28 | 93 | 37 |
| 22 | | PEER RELAT. | 0.16 | 0 | | ERR | ERR | 30 | 28 | 93 | 15 |
| 23 | | GEN. ATTIT. | 0.03 | 0 | | ERR | ERR | 30 | 28 | 93 | 3 |
| 24 | | SELF ESTEEM | 0.09 | 0 | | ERR | ERR | 30 | 30 | 100 | 9 |
| | SUBSTANCES | STUDENTS STUDIED | | 3 | | | | 27 | | | |
| 25 | | ALC & MJ | 1.00 | 3 | 2 | 67 | 67 | 27 | 26 | 96 | 96 |
| 26 | | HARD | 1.00 | 1 | 1 | 100 | 100 | 19 | 18 | 95 | 95 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | | | ERR | ERR |
| | ATTITUDES | | | | | ERR | | | | ERR | |
| | OTHER COGNITIONS | | | | | ERR | | | | ERR | |
| | CLASSROOM BEHAVIORS | | | | | 55 | | | | ERR | |
| | PROGRAM BEHAVIORS | | | | | ERR | | | | 95 | |
| | SUBSTANCE USE | | | | | 83 | | | | 96 | |
| | DISTRICT AVERAGE | | | | | 63 | | | | 95 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 31 | | | | 40 |

DISTRICT SPARK B

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 465 N | IMP | % | W% | 620 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 16 | 5 | 31 | 11 | 19 | 3 | 16 | 5 |
| 2 | | POLICE | 0.28 | 16 | 4 | 25 | 7 | 19 | 5 | 26 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 16 | 0 | 0 | 0 | 19 | 1 | 5 | 0 |
| 4 | | MOTHER | 0.11 | 16 | 0 | 0 | 0 | 19 | 0 | 0 | 0 |
| 5 | | FATHER | 0.13 | 16 | 0 | 0 | 0 | 19 | 0 | 0 | 0 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 16 | 11 | 69 | 12 | 19 | 14 | 74 | 13 |
| 7 | | FRIENDS | 0.12 | 16 | 1 | 6 | 1 | 19 | 6 | 32 | 4 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 16 | 5 | 31 | 13 | 19 | 12 | 63 | 27 |
| 9 | | MARIJUANA | 0.39 | 16 | 2 | 13 | 5 | 19 | 4 | 21 | 8 |
| 10 | | ALCOHOL | 0.33 | 16 | 1 | 6 | 2 | 19 | 1 | 5 | 2 |
| 11 | | CRACK | 0.24 | 16 | 2 | 13 | 3 | 19 | 1 | 5 | 1 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 16 | 3 | 19 | 3 | 19 | 2 | 11 | 2 |
| 13 | FAMILY | INDEX | 0.21 | 16 | 4 | 25 | 5 | 19 | 4 | 21 | 4 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 16 | 1 | 6 | 1 | 19 | 3 | 16 | 3 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 13 | 5 | 38 | 10 | 22 | 4 | 18 | 5 |
| 16 | | PARTICIP. | 0.18 | 13 | 6 | 46 | 8 | 22 | 3 | 14 | 2 |
| 17 | | PEER RELAT. | 0.20 | 13 | 4 | 31 | 6 | 22 | 4 | 18 | 4 |
| 18 | | GEN. ATTIT. | 0.22 | 13 | 7 | 54 | 12 | 22 | 3 | 14 | 3 |
| 19 | | SELF ESTEEM | 0.09 | 13 | 5 | 38 | 3 | 22 | 4 | 18 | 2 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 6 | 5 | 83 | 21 | 14 | 7 | 50 | 13 |
| 21 | | PARTICIP. | 0.40 | 6 | 5 | 83 | 33 | 14 | 3 | 21 | 9 |
| 22 | | PEER RELAT. | 0.16 | 6 | 5 | 83 | 13 | 14 | 3 | 21 | 3 |
| 23 | | GEN. ATTIT. | 0.03 | 6 | 4 | 67 | 2 | 14 | 6 | 43 | 1 |
| 24 | | SELF ESTEEM | 0.09 | 6 | 6 | 100 | 9 | 14 | 6 | 43 | 4 |
| | SUBSTANCES | STUDENTS STUDIED | | 18 | | | | 21 | | | |
| 25 | | ALC & MJ | 1.00 | 18 | 13 | 72 | 72 | 16 | 11 | 69 | 69 |
| 26 | | HARD | 1.00 | 14 | 9 | 64 | 64 | 11 | 8 | 73 | 73 |
| 27 | | NONUSERS | 1.00 | | | ERR | ERR | 5 | 4 | 80 | 80 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | 18 | | | | 22 | |
| | OTHER COGNITIONS | | | | | 17 | | | | 16 | |
| | CLASSROOM BEHAVIORS | | | | | 42 | | | | 16 | |
| | PROGRAM BEHAVIORS | | | | | 83 | | | | 36 | |
| | SUBSTANCE USE | | | | | 68 | | | | 74 | |
| | DISTRICT AVERAGE | | | | | 39 | | | | 29 | |
| | DISTRICT WEIGHTED AVERAGE | | | | | | 12 | | | | 13 |

DISTRICT SPARK C

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | 650 N | IMP | % | W% | 78 N | IMP | % | W% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | | | | | |
| 1 | | AUTHORITY | SCHOOL | 0.34 | | | ERR ERR | 23 | 3 | 13 | 4 |
| 2 | | | POLICE | 0.28 | 0 | | ERR ERR | 23 | 6 | 26 | 7 |
| 3 | | FAMILY | SELF EST. | 0.09 | 0 | | ERR ERR | 23 | 0 | 0 | 0 |
| 4 | | | MOTHER | 0.11 | 0 | | ERR ERR | 23 | 0 | 0 | 0 |
| 5 | | | FATHER | 0.13 | 0 | | ERR ERR | 23 | 2 | 9 | 1 |
| 6 | | SUPPORT GRP | COUNSELOR | 0.17 | 0 | | ERR ERR | 23 | 17 | 74 | 13 |
| 7 | | | FRIENDS | 0.12 | 0 | | ERR ERR | 23 | 7 | 30 | 4 |
| 8 | | SUBSTANCES | DRUGS | 0.43 | 0 | | ERR ERR | 23 | 7 | 30 | 13 |
| 9 | | | MARIJUANA | 0.39 | 0 | | ERR ERR | 23 | 2 | 9 | 3 |
| 10 | | | ALCOHOL | 0.33 | 0 | | ERR ERR | 23 | 0 | 0 | 0 |
| 11 | | | CRACK | 0.24 | 0 | | ERR ERR | 23 | 0 | 0 | 0 |
| | OTH. COGNITIONS | | | | | | | | | | |
| 12 | | AUTHORITY | INDEX | 0.16 | | | ERR ERR | 23 | 8 | 35 | 6 |
| 13 | | FAMILY | INDEX | 0.21 | 0 | | ERR ERR | 23 | 5 | 22 | 5 |
| 14 | | SUPPORT GRP | INDEX | 0.19 | 0 | | ERR ERR | 23 | 8 | 35 | 7 |
| | BEHAVIORS | | | | | | | | | | |
| 15 | | CLASSROOM | DISCIPLINE | 0.26 | | | ERR ERR | 29 | 22 | 76 | 20 |
| 16 | | | PARTICIP. | 0.18 | 0 | | ERR ERR | 29 | 26 | 90 | 16 |
| 17 | | | PEER RELAT. | 0.20 | 0 | | ERR ERR | 29 | 22 | 76 | 15 |
| 18 | | | GEN. ATTIT. | 0.22 | 0 | | ERR ERR | 29 | 24 | 83 | 18 |
| 19 | | | SELF ESTEEM | 0.09 | 0 | | ERR ERR | 29 | 26 | 90 | 8 |
| 20 | | PROGRAM | DISCIPLINE | 0.25 | 31 | 5 | 16 4 | 37 | 27 | 73 | 18 |
| 21 | | | PARTICIP. | 0.40 | 31 | 4 | 13 5 | 37 | 31 | 84 | 34 |
| 22 | | | PEER RELAT. | 0.16 | 31 | 13 | 42 7 | 37 | 30 | 81 | 13 |
| 23 | | | GEN. ATTIT. | 0.03 | 31 | 7 | 23 1 | 37 | 33 | 89 | 3 |
| 24 | | | SELF ESTEEM | 0.09 | 31 | 11 | 35 3 | 37 | 34 | 92 | 8 |
| | | SUBSTANCES | STUDENTS STUDIED | | 24 | | | | | | |
| 25 | | | ALC & MJ | 1.00 | 3 | 0 | 0 0 | | | ERR | ERR |
| 26 | | | HARD | 1.00 | 5 | 2 | 40 40 | | | ERR | ERR |
| 27 | | | NONUSERS | 1.00 | 11 | 9 | 82 82 | | | ERR | ERR |

| | | |
|---|---|---|
| ATTITUDES | ERR | 17 |
| OTHER COGNITIONS | ERR | 30 |
| CLASSROOM BEHAVIORS | ERR | 83 |
| PROGRAM BEHAVIORS | 26 | 84 |
| SUBSTANCE USE | 41 | ERR |
| DISTRICT AVERAGE | 31 | 46 |
| DISTRICT WEIGHTED AVERAGE | 18 | 9 |

DISTRICT SPARK

| | STUDENT CHARACTERISTIC | VARIABLE | WEIGHTS | N | IMP | % | ALL W% |
|---|---|---|---|---|---|---|---|
| | ATTITUDES | | | | | | |
| 1 | AUTHORITY | SCHOOL | 0.34 | 58 | 11 | 19 | 6 |
| 2 | | POLICE | 0.28 | 58 | 15 | 26 | 7 |
| 3 | FAMILY | SELF EST. | 0.09 | 58 | 1 | 2 | 0 |
| 4 | | MOTHER | 0.11 | 58 | 0 | 0 | 0 |
| 5 | | FATHER | 0.13 | 58 | 2 | 3 | 0 |
| 6 | SUPPORT GRP | COUNSELOR | 0.17 | 58 | 42 | 72 | 12 |
| 7 | | FRIENDS | 0.12 | 58 | 14 | 24 | 3 |
| 8 | SUBSTANCES | DRUGS | 0.43 | 58 | 24 | 41 | 18 |
| 9 | | MARIJUANA | 0.39 | 58 | 8 | 14 | 5 |
| 10 | | ALCOHOL | 0.33 | 58 | 2 | 3 | 1 |
| 11 | | CRACK | 0.24 | 58 | 3 | 5 | 1 |
| | OTH. COGNITIONS | | | | | | |
| 12 | AUTHORITY | INDEX | 0.16 | 58 | 13 | 22 | 4 |
| 13 | FAMILY | INDEX | 0.21 | 58 | 13 | 22 | 5 |
| 14 | SUPPORT GRP | INDEX | 0.19 | 58 | 12 | 21 | 4 |
| | BEHAVIORS | | | | | | |
| 15 | CLASSROOM | DISCIPLINE | 0.26 | 87 | 41 | 47 | 12 |
| 16 | | PARTICIP. | 0.18 | 87 | 51 | 59 | 11 |
| 17 | | PEER RELAT. | 0.20 | 87 | 40 | 46 | 9 |
| 18 | | GEN. ATTIT. | 0.22 | 87 | 44 | 51 | 11 |
| 19 | | SELF ESTEEM | 0.09 | 87 | 52 | 60 | 5 |
| 20 | PROGRAM | DISCIPLINE | 0.25 | 118 | 72 | 61 | 15 |
| 21 | | PARTICIP. | 0.40 | 118 | 71 | 60 | 24 |
| 22 | | PEER RELAT. | 0.16 | 118 | 79 | 67 | 11 |
| 23 | | GEN. ATTIT. | 0.03 | 118 | 78 | 66 | 2 |
| 24 | | SELF ESTEEM | 0.09 | 118 | 87 | 74 | 7 |
| | SUBSTANCES | STUDENTS STUDIED | | 93 | | | |
| 25 | | ALC & MJ | 1.00 | 67 | 52 | 78 | 78 |
| 26 | | HARD | 1.00 | 50 | 38 | 76 | 76 |
| 27 | | NONUSERS | 1.00 | 16 | 13 | 81 | 81 |

| | | |
|---|---|---|
| ATTITUDES | 19 | |
| OTHER COGNITIONS | 22 | |
| CLASSROOM BEHAVIORS | 52 | |
| PROGRAM BEHAVIORS | 66 | |
| SUBSTANCE USE | 78 | |
| DISTRICT AVERAGE | 41 | |
| DISTRICT WEIGHTED AVERAGE | | 15 |